PRINCIPLES AND PRACTICES IN GUIDANCE

Principles and Practices in Guidance

EMERY STOOPS, ED.D.

Professor of Educational Administration and Supervision
School of Education, University of Southern California

GUNNAR L. WAHLQUIST, ED.D.

Assistant Superintendent in Charge of Curriculum and Guidance
El Monte Union High School District

PRINCIPLES AND PRACTICES IN GUIDANCE

Preface

A textbook should be written only when there is a contribution to be made, a point of view to express, or concrete materials to present. After working as counselors of youth for many years and teaching guidance courses in several universities, the authors came to the conclusion that a textbook on the principles and practices of guidance could be written that would be both practical and comprehensive.

Three basic ideas and considerations determined the selection and arrangement of the materials. The *first* of these basic ideas presents guidance as a continuous process. Elementary teachers spend considerable time advising and counseling while teaching pupils to read, spell, and add. High school teachers find an increasing demand for assistance in educational, vocational, and personal matters. Colleges and industry now see the need for offering guidance service to our older youth and adults. While much guidance can and must be done by the classroom teacher, some guidance teachers with special training must be available to help students.

The *second* idea pertains to basic steps in the guidance process. Most textbooks list aims and objectives or discuss principles in the opening chapters of the book. In many situations it has been observed that principles grow out of practice rather than practice developing from principles. To follow a natural rather than a "logical" sequence, the five basic steps in the guidance process are presented first. They are:

1. Getting information about the individual.
2. Getting information about environmental opportunities.
3. Putting this information together, or counseling.
4. Helping the student to find his place.
5. Determining results, or the follow-up.

Following presentation of the five basic steps, general principles be-
come apparent. This book then considers the essentials of a good guid-
ance program and the personnel necessary to make it effective. The
four final chapters of the text deal with the budget, public relations,
circulation of guidance information, and evaluation of the guidance
program.

The *third* idea which guided the development of this manuscript
resulted from the fact that the authors found most beginning classes
in guidance contained people with a wide variety of backgrounds and
needs. Some materials are presented for the graduate student who
wants a comprehensive coverage of both principles and practices.
Other materials are presented to assist administrators who are setting
up or improving guidance programs in a school. A complete coverage
of elementary school guidance work was not attempted, but there is
enough to assist the elementary teacher in a beginning guidance
course. Considerable care was taken in selecting the case studies so
that they may be helpful to the counselors, the attendance workers,
and other teachers who are attempting to know and understand their
students.

Because the authors believe that the youth of today, differing
widely in their aptitudes and achievements, pressured by parents' de-
sires and world events, and regimented in overcrowded schools, need
wise, capable guidance, this book has been thoughtfully and sincerely
prepared.

Emery Stoops
Gunnar L. Wahlquist

Contents

CHAPTER 1

Guidance: An Indispensable Pupil Service

NECESSITY FOR GUIDANCE

Guidance is something that is no longer added to the educational program, but is an indispensable part of the program itself. School guidance services are essential for children, beginning in the kindergarten and continuing throughout their school experience. Some type of guidance has always been necessary, but much of the guidance needed in a less complex social, vocational, and educational community was acquired informally. Today the world has grown complex. In little more than one generation, our whole pattern of life has been radically changed. These changes make guidance services an invaluable and indispensable part of the instruction of pupils.

Guidance in a Changing World

Our world grows increasingly baffling to young people. Picture in your mind the Ionian shepherd lad who worked with his father in herding the flock; the Roman boy who helped his father on the farm; the youth of medieval Europe who learned something of knighthood and village life directly from his associates. The Indian brave taught his offspring to hunt, fish, and fight. The girls of all ages learned cookery, spinning, and needlework from their mothers. Throughout all the ages boys and girls have learned not only occupations but social and educational pursuits through direct participation with their elders.

Beginning about the turn of the century, this age-old process of firsthand learning and guidance became impossible. The modern father

1

works in a secluded downtown office, drives a transcontinental truck, sells products in seven states, or follows a gate-pass to the assembly line. The modern boy has little or no chance to learn about an occupation directly. A high percentage of American women work at some time in vocations outside the home, but growing girls have little chance to learn about their future work. This modern complexity furnishes a sharp contrast with the rural life of 1850 America, when 80 per cent of the boys and girls lived on farms and had direct contact with the manager of the general store, the country physician, the schoolteacher, and the R.F.D. mail carrier.

Modern Complexity

The world of young people is complex and growing increasingly so. The youth of previous generations had few occupations from which to choose. Choices were usually made by direct observation. The modern youth finds almost eighteen thousand different ways of making a living, as listed in the U.S. *Dictionary of Occupational Titles.* Other cataloging schemes list as many as thirty-five thousand different jobs from which the modern boy or girl must choose. This occupational maze is no more baffling than the social, civic, recreational, and educational opportunities available to a growing child. Many teachers now in service went to high schools where the beginning course of study consisted of English, history, algebra, and Latin. Little educational guidance was needed. Today in the large high schools and junior colleges of one American city, a student could attend secondary school for more than 50 years and never repeat a course. This growing profusion in every phase of modern living requires that children and youth have more and more guidance at all levels of their school experience.

Need for Personal and Social Guidance

The necessity for vocational and educational guidance is somewhat more tangible than the need for personal and social guidance. The need for guidance in these latter areas, however, is no less important or real. When the modern teacher faces his third-grade class, he is confronted with individuals who will later explore interplanetary travel, seek the final cure for cancer, visit the divorce courts, end up in men-

tal institutions or penitentiaries, and develop in countless other directions.

All of this raw material, this undirected potential, is in the hands of the third-grade teacher. He has the opportunity to direct this valuable human potential in many ways. His help is urgently needed because many social forces are impinging upon the life of each pupil in his room. Playmates, radio, television, movies, comics, headlines, bars, poolhalls, churches, and Hi-Y all have their impact upon a growing youth.

The teacher in the third grade, or any grade, is not fulfilling his professional obligations unless he helps boys and girls attain good social and personal adjustment. Personal guidance is particularly needed because modern pupils are overwhelmed by the baffling complexities which lead to feelings of insecurity, inferiority, lack of confidence, and frustration. Many children are literally starved for personal and social guidance.

Guidance Helps National Security

Since World War II, this nation has been faced with the option of national strength or nonsurvival. Some have called this struggle for existence a "cold war." To win such a war of survival, every American boy and girl must be placed in the social, educational, and occupational position where he can make the greatest contribution in line with his interests, aptitudes, and training. In our democracy we try to serve the needs of both the individual and the nation. Guidance is needed as never before to satisfy both personal and social demands. If we train and place our young people well, our country will be strong and will survive. We cannot afford the extravagance of nineteenth-century inefficiency.

ESSENTIALS OF A GUIDANCE PROGRAM

What Is "Guidance"?

Guidance is a continuous process of helping the individual develop to the maximum of his capacity in the direction most beneficial to himself and to society. This definition indicates that the guidance function is a continuous process and cannot be handled in a few short

counseling sessions. Guidance is needed from birth to death. The school is obligated to offer guidance services from kindergarten throughout the pupil's period of enrollment. The definition indicates further that guidance is a process of helping the individual, not of directing the individual. This part of the definition implies that guidance workers must be trained if they are to give sufficient help. It further implies that guidance will be cooperative and democratic rather than imposed and authoritatively directed. The definition further implies that the individual will be helped to the maximum of his own capacity and will not be expected to meet artificial standards based upon the abilities of classmates or of the mythical average American. One of the most significant aspects of the definition states that the child develops in the direction most beneficial to himself and to society. Some have advocated personal adjustment which is satisfying to the individual regardless of its effects upon others in the community. This doctrine, carried to its illogical extreme, would allow for personal satisfaction in bank robbing or mayhem. Some moral degenerates could achieve personal satisfaction at great cost to other members of society. The definition proposed in this chapter, however, does not seek either personal adjustment at the expense of society, or social adjustment at the expense of the individual. Either extreme is to be avoided.

Guidance and Curriculum

Guidance and curriculum are indispensable elements of the total process of education which adds up to better living. Some textbooks have spoken of guidance and curriculum as if they were separate and distinct entities. To be well educated, however, the learner must have the benefit of both guidance and curriculum. Guidance is not something extra, something that is tacked on to the course of study and an extra job for the teacher. By providing good guidance services in scheduling, counseling, and adjusting, the curriculum can be more effective. Without understanding of, and provision for, the child's interests, needs, aspirations, and abilities, the best curriculum plans available are ineffective. Curriculum may be more concerned with content, as guidance is more concerned with the nature and needs of the learner, but both are necessary building blocks of a good educational program.

Distinction between Counseling and Guidance

Some authors have used counseling and guidance synonymously. It is more exact to say that counseling is one technique in the total guidance program. Guidance is far broader than the one method of assisting in the guidance program through interviewing. The five basic steps, or services, necessary to a good guidance program reveal the relationship of counseling to guidance.

Five Basic Steps in Guidance

If the teacher or counselor is to do a satisfactory job in guidance, he must be cognizant of at least five basic steps or services. He must secure, first of all, information about the individual who needs guidance. He must then secure information about the individual's environment, his social, educational, recreational, and vocational opportunities. Through counseling, he must make it possible for the individual to adjust his own assets to his environment, e.g., educational, social, recreational, or vocational opportunities. Following the counseling process, a placement or readjustment is indicated. The good counselor will not forget the counselee at this point, but will make a follow-up to see that the placement or adjustment was successful and to help the counselee achieve increasing success and satisfaction in his new position. Stated briefly, the five basic steps, or services, in the guidance process are:

1. Getting all possible information about the individual
2. Getting information about environmental opportunities
3. Counseling
4. Adjustment
5. Follow-up

ORGANIZING A GUIDANCE PROGRAM

Basic Principles of Guidance

In organizing a guidance program the first and chief consideration is to set up a list of basic principles of guidance. Why is the program necessary? What is most important in guidance? When should the guidance program be launched? What area should the guidance pro-

gram cover? How much time should be given to guidance activities? How should guidance services be administered? What will the program cost? The answers to all of these questions become basic principles of guidance, and should be established as guides to the program at its inception. Chapter 9 of this book has dealt at some length with the basic principles of guidance.

Guidance Workers

The authors advance the theory throughout this book that all certificated personnel perform some guidance functions. The authors recognize the fact, also, that noncertificated personnel (including secretaries, cafeteria workers, and custodians) do render guidance services. In the broadest sense, anyone who influences another individual is rendering guidance. From the school's standpoint, however, guidance is a professional, expert service which, in the more formal sense, should be rendered by those who have had specialized training. Chapter 10 discusses the qualifications and training necessary for those who render guidance services. This chapter outlines the role of principal, teacher, doctor, nurse, librarian, home-room teachers, psychologists, psychometrists, and others. As in other parts of this book, a comprehensive and extensive approach is made with reference to personnel for small schools, large schools, elementary schools, and secondary schools, including grades from kindergarten through the secondary school level.

Organization for Guidance

Chapter 11 includes material on the guidance budget and other aspects of organization seldom found in guidance texts. Since the budget is one of the chief controlling factors for the entire program, considerable attention has been given to the way in which the budget is planned and administered. Suggestions are also made which will help any school organize an adequate and appropriate guidance program. Many school systems have difficulties arranging the budget, securing personnel, providing space and time, obtaining supplies and equipment, winning faculty-pupil-community support, and carrying out other essential activities in the organization of a successful guidance program.

No carpenter can build a house with a hammer and a chisel. He needs many tools, equipment, and supplies. So does a successful guidance worker. He needs not only tools and supplies but an adequate and

an appropriate place in which to apply his skill as a guidance worker. Too many times, guidance programs have been established with supplies and equipment that have been left over, and a vacant room in some obscure corner of the school plant. This type of organization presents the guidance worker with an almost impossible handicap at the beginning. Chapter 11 sets up standards for a sufficient number of usable types of supplies and equipment and indicates that counseling and testing rooms, as well as other offices, should be carefully designed and conveniently placed. This part of the guidance program is necessary in facilitating the work and efficiency of guidance personnel.

Public Relations in Guidance

To establish or maintain a strong guidance program, it is necessary to develop good public relations with respect to the purposes and functions of that program. Many publics must be considered. The pupil, teacher, parent, taxpayer, and other publics must understand and support guidance functions. Gaining and keeping the support of these publics is a continuous job for administrators, counselors, and teachers. Chapter 12 makes a practical approach by telling how a guidance program was started in a specific school and outlining the public contacts which were necessary to make the program succeed. In all cases, the two essential elements of a public relations program for guidance are: (1) maintaining a worthwhile guidance program, (2) getting the various publics to understand the truth about the program and believe that it is worthwhile.

Circulating Information among Teachers

In every school there is information about students available in the cumulative record, in the health file, in the recollection of the counselor or perhaps in the ken of the principal. How is this information transmitted to the teacher so he may know why the student acts the way he does and how he may assist the student in solving his problem? Chapter 13 shows the need and indicates some procedures in giving information to teachers.

Evaluation of the Guidance Program

An evaluation is a means of justifying an existing guidance program and of furnishing the necessary information for improvement. Considerable measurement and interpretation go into the evaluation proc-

ess. Chapter 14 outlines the necessity for evaluation of guidance programs in elementary and secondary schools and suggests descriptive and check-list techniques. Since evaluation is too often neglected, the student of guidance will receive considerable benefit from the study of this chapter.

VARIED NEEDS AND CHARACTERISTICS OF PUPILS

In 1900 only 11.4 per cent of American youth had ever enrolled in high school and only 4.0 per cent enrolled in college. Large numbers, more than 50 per cent in some areas, left elementary school before graduating from the eighth grade. After 1900 and well into the twenties, pupils who remained in school were taking an academic course, came from middle- or upper-class homes, lived largely in rural and small town areas, were typically Caucasian, and in many other ways showed similarities.

In contrast 82 per cent of our secondary-school age American youth were enrolled in high school during 1956 and 30.2 per cent of college-age youth were enrolled in junior colleges and colleges. Almost all pupils were finishing elementary school, and the typical educational objective of the country was high school graduation, with the median goal moving up toward two years' attendance at junior college.

The increasing number of pupils, soon to approach 100 per cent, who remain in school longer compounds guidance problems. No longer can teachers and counselors plan with and for the academic, the middle class, and the semirural; they must provide guidance services for the mentally deficient, emotionally disturbed, gifted, bilingual, uninterested, the physically handicapped, the deserted, pampered, malnourished, and those from many cultures, creeds, ethnic groups, and economic levels. When all of the children with their varied needs and characteristics go to school longer, guidance services must be provided in greater amount and variety.

IMPERATIVE NEEDS IN GUIDANCE

Some imperative needs rise into prominence as educators plan ways of meeting the varied characteristics of many more children: by 1960,

about thirty-four million in elementary schools; and about thirteen million in secondary schools by 1970. These guidance needs and problems center around six areas:

1. Better planned guidance programs
2. More and better trained guidance personnel
3. Adequate time and appropriate place to perform services
4. Sufficient financing
5. Coordination of community agencies
6. Implementation of research findings

One of the pressing problems in any school is deliberate, long-time planning of the guidance program. Too many have grown like Topsy and represent a hodgepodge. Repairs to the over-all program have been added under stress, making the total program a patchwork. Each faculty, governing board, and community should take time to plan a well-rounded guidance program that will serve the needs of children and youth for years to come.

A well-planned program not only involves all certificated personnel as well as others from kindergarten through the pupil's school experience, but demands more services from better trained personnel. The day is gone when just "anyone with an understanding" of pupils can render guidance services effectively. The staggering job of understanding the varied needs and characteristics of pupils and of helping those pupils understand the complex social, civic, ethical, personal, educational, and vocational opportunities in their environment requires more and more training on the part of teachers, counselors, and administrators.

Another need in guidance programs is adequate time and appropriate place. Too often teachers and counselors are called upon to render guidance services without any additional budgeting of time and with no provision for a setting conducive to the rendering of those services. Sufficient time must be provided for testing, interviewing, study of opportunities, care of records, adjustments, follow-up, and further planning. The appropriate space must also be available; holding interviews of a confidential nature just cannot succeed near a crowded lobby or hallway.

Good guidance programs cost money. Sufficient financial outlay is one of the keys to meeting the imperative needs of guidance. Too

much guidance has been "bootlegged" into schools under the guise of other programs. It is time for guidance needs to be analyzed and provided for in the annual budget. No school administrator should hesitate to recommend, as suggested in a later chapter, that the governing board finance a well-planned program under the direction of trained personnel with adequate time and appropriate facilities.

Many guidance services are available in community health clinics, character building agencies, churches, libraries, placement bureaus, parent-teacher associations, industries, service clubs, and other organizations. The school should not use taxpayers' money to duplicate these services, but should take the lead in coordinating them for the benefit of pupils. This is an imperative need in guidance service.

Another imperative need is for the implementation of research findings. Educators know of much more to do in guidance than they have been able to do. Research has outstripped practice. Guidance workers should not discontinue their further research, but should redouble their efforts to disseminate research findings among school personnel and to put into practice the techniques proved to be advantageous to pupils with varied needs and characteristics from kindergarten through college. More research that is implemented in practice will improve guidance services.

SUMMARY

This chapter has stressed the need for guidance services as brought about by an increasing social, vocational, and educational complexity. Guidance services are needed to help the pupil make personal, social, vocational, recreational, civic, and educational adjustments. Through better adjustments, each pupil will become a more important citizen in strengthening America against the possibility of nonsurvival.

Guidance was defined in its relationship to curriculum and counseling. The five basic steps, or services, in a guidance program were designated as (1) getting information about the individual, (2) getting information about environmental opportunities, (3) counseling, (4) placement or adjustment, and (5) follow-up.

Some attention was given to the way in which the book has handled the basic principles, the guidance personnel, the organization for guidance, the handling of supplies, equipment and facilities,

public relations in guidance, getting information to teachers, and evaluation of guidance programs. These chapters contain practical and usable information for guidance workers.

The varied needs and characteristics of pupils who go to school in larger numbers and stay longer demand more and better guidance services. Six imperative needs in guidance include better planning, trained guidance personnel, adequate time and appropriate place, sufficient financing, coordination, and implementation of research findings.

SELECTED BIBLIOGRAPHY

Brayfield, Arthur H. (ed.): *Readings in Modern Methods of Counseling*, Appleton-Century-Crofts, Inc., New York, 1950.

Bühler, Charlotte, and others: *Childhood Problems and the Teacher*, Henry Holt and Company, Inc., New York, 1952.

Crow, L. D., and Alice Crow: *An Introduction to Guidance; Principles and Practices*, American Book Company, New York, 1951.

Dunsmoor, C. C., and O. C. Davis: *How to Choose That College: A Guide for Students and Parents*, Bellman Publishing Company, Cambridge, 1951.

Erickson, Clifford E.: *The Counseling Interview*, Prentice-Hall, Inc., Englewood Cliffs, N.J., 1950.

Forrester, Gertrude: *Methods of Vocational Guidance*, D. C. Heath and Company, Boston, 1951.

Froehlich, Clifford P. and John G. Darley: *Studying Students*, Science Research Associates, Chicago, 1952.

———: *Guidance Services in Smaller Schools*, McGraw-Hill Book Company, Inc., New York, 1950.

Hamrin, Shirley A.: *Chats with Teachers About Counseling*, McKnight and McKnight Publishing Co., Bloomington, Ill., 1950.

——— and Blanche B. Paulson: *Counseling Adolescents*, Science Research Associates, Chicago, 1950.

———: *Initiating and Administering Guidance Services*, McKnight and McKnight Publishing Company, Bloomington, Ill., 1953.

Jones, Arthur J.: *Principles of Guidance*, 4th Ed., McGraw-Hill Book Company, Inc., New York, 1951.

Lefever, D. Welty, and others: *Principles and Techniques of Guidance*, The Ronald Press Company, New York, 1950, pp. 3–219.

McDaniel, H. B.: *Guidance*, The Dryden Press Inc., New York, 1954.

National Elementary Principal: *Guidance for Today's Children*, Thirty-third Yearbook, vol. 34, no. 1, National Education Association, Washington, 1954.

Smith, Glenn E.: *Principles and Practices of the Guidance Program*, The Macmillan Company, New York, 1951.

Strang, Ruth: "Reading and Personality Formation," *Personality*, vol. 1, 1951.

U.S. Employment Service: *Dictionary of Occupational Titles*, 2d ed., Division of Occupational Analysis, Washington, 1949.

Warters, Jane: *Techniques of Counseling*, McGraw-Hill Book Company Inc., New York, 1954.

Willey, Roy De Verl: *Guidance in Elementary Education*, Harper & Brothers, New York, 1952.

Williamson, E. G.: *Counseling Adolescents*, McGraw-Hill Book Company Inc., New York, 1950.

Even though there are differences in regard to theories of personality, the teacher and the counselor must assist in the adjustment of the individual in this important area.

The state of health of the student is extremely important. Every modern school has a health record on every student which must be kept up to date and used by the teacher or counselor to determine if there is an organic basis for observed symptoms.

Finally, we need to know something about the socio-economic conditions under which the student lives. It is rather difficult for the average middle-class teacher to appreciate the social and economic conditions of the homes of all the students. To interpret these facts it is necessary to know at least the general facts about the community and as much about the individual student as possible.

Personal Statistics Needed

In addition to the usual statistics needed for pupil accounting, such as name and address, date and place of birth, it is valuable to know the names, ages, and occupations of parents. It is important to know whether the parents are separated or divorced, or whether there is a stepparent. The number, sex, and age of siblings, and the ordinal position of the student in the family are helpful information at certain times. Knowledge of participation in a church group is information of value, but nominal interest or preference is of little value as information.

How Personal Statistics Are Obtained

Initial information about students may be obtained in a variety of ways. The methods used will be determined by the level at which the information is obtained and the relationships that exist between the units of the school system.

Summer round-up. The summer round-up is an excellent means of gaining information about preschool children prior to their entering kindergarten. In the spring or during the summer prior to the opening of school, parents of preschool-age children are invited to come to school with their children for a check on the physical well-being of their child. While they are waiting, considerable information can be gained about the child from the mother. Was the birth normal? Had

of "reasons related to school."[1] Psychological theory and practice both indicate that interest and satisfaction are based on subjects and materials that make sense to individual students. Different value patterns will be found in every classroom; therefore it is necessary to know the aspiration level of individuals.

"Mere routine mass teaching conducted with little understanding of the components and characteristics of individual patterns and courses of development, does not fulfill the possibilities of teaching now revealed by scientific study,"[2] is an excellent summarizing statement found in the Forty-ninth Yearbook of the National Society for the Study of Education. Whether one approaches the problem from the standpoint of administration, curriculum, or guidance, our common problems in the school can be solved only by obtaining more information about the individuals we have to work with in our schools.

WHAT DO WE NEED TO KNOW ABOUT STUDENTS?

There is certain basic information about students that is needed if we are to understand them and be able to assist them. Undoubtedly the most important information is about the abilities or aptitudes of these students. Without knowing something about their potential we cannot determine what to expect for them. How has this potential been developed? We certainly need to know their achievement in terms of objective measurements. How does the student stand in comparison with others of his own age and grade in reading, arithmetic, and language usage? It is also important to know the teacher's estimate of what a student has accomplished in terms of grades or scholarship. Potential and achievement can only be used to the maximum when effort and drive are present.

Less tangible, but nevertheless very important information about the student concerns his interests. It must be recognized that interests change and mature, are subject to flights of fancy, and are sometimes attached to factors which obscure their real nature. It is also important to know how a person feels about himself and toward others.

---

[1] Harold J. Dillon, *Early School Leavers*, National Child Labor Committee, New York, 1949, p. 50.

[2] *Learning and Instruction*, Forty-ninth Yearbook of the National Society for the Study of Education, part 1, University of Chicago Press, Chicago, 1950, p. 24.

High school records. At the high school level, initial information about a student is usually obtained from the enrollment card. The amount of information required on the enrollment card is determined by the immediate use of the information. Most cards include the student's name, address, telephone number, age, grade, birthplace, and usually some information about the parents. The card shown in Figure 2 may also be used for registration purposes.

| Date of Registration | EL MONTE HIGH SCHOOL
STUDENT'S ENROLLMENT CARD | | | Grade | |

Figure 2. High school enrollment card

A second means of gaining information about the student is the cumulative folder. These folders vary from school to school, with some being little more than blank manila folders. Other elaborate folders with provisions for recording a great deal of information and possessing extensive coding systems are available. Standardized folders can be obtained and adapted to the use of the individual school. One of the big problems in the development of adequate records is lack of clerical assistance in most schools. Taking this fact into consideration, a folder was developed in one school (Figure 3) which can be set up with a minimum of clerical work and kept in operation with only filing service necessary. On the cover of the folder are the

the child had any bad accidents or periods of high fever? What kind of play conditions had the child experienced? Were there any unusual environmental circumstances, such as grandparents living in the home, or a father missing? This opportunity can also be used to interpret the school to the parent: The kind of program offered in the kindergarten, what the school expects of the home, some of the conditions that may arise during the year, and how the school would handle such situations.

Last Name		First Name		Middle Name	SAN BERNARDINO COUNTY SCHOOLS Pupil Index Record
DATE OF BIRTH	Mo. Day Year	PLACE OF BIRTH			VERIFICATION OF BIRTH DATA
RACE	NATIONALITY			No. of Brothers No. of Sisters	Birth Certificate / Recorder's Transcript / Baptismal Cert Ruote / Parent's Affidavit / Physician's Statement / Bible Record / Passport Data / Parents Statement / Other Source
	Name	Deceased	Place of Birth	Occupation	Not now Deceased	Living with Pupil	
Father							Name and position of person who verified evidence
Mother							
Guardian							
Step							
School Year	Address		School	Grade	Teacher	On a	WITHDRAWAL Destination

Figure 1. Elementary school enrollment card

Elementary school records. The development of elementary school records is dependent very largely on two factors: where they will be kept and the extent to which they will be used. If the records are to be kept in the office for clerical and statistical purposes, a very simple form will suffice. Only such information as name and address, date and place of birth, and possibly the occupation of parents will be found necessary. However, if a real program of guiding individual children is to be carried on, it will be necessary to have a cumulative folder that will enable the counselor (probably the classroom teacher) to record the many important facts that need to be known about a child. A simple enrollment card is shown in Figure 1.

essential personal statistics, space for recording grades and posting pictures, and a place for recording significant information.

Usually the third form of record found is a card for recording test scores. Earlier records of this type usually provided spaces for tests of different types. More recently there has been a tendency to use graphs presenting a profile of the scores. Profiles are much easier to read, and the comparison of different tests can be readily seen. Sometimes these forms contain other information such as records of interest and activities, as seen in the sample in Figure 4.

Further information about the student may be gained from the guidance questionnaire filled out by the freshman during their first semester in high school. Information about the family, their cultural situation, interests, and educational aspirations may be found on this questionnaire (Figure 5).

The student's participation in school activities, his hobbies, travel, and work experiences may be determined by an inspection of the activities record, which is seen in Figure 6.

Trends in vocational planning, or lack of planning, can be noted on the registration work sheets (Figure 7) completed by each student in the spring of each year. It is especially interesting to note the development of thinking as shown by the answers to questions about occupation, training required, and attendance at schools. It should be noted that the forms call for participation of the teachers, parents, and counselor as well as the student in this registration process.

How the individual feels about problems usually met by high school students may be discovered by inspecting the problem check list (Figure 8), which is used with students during their first year in high school. Many statements are obtained from the students by an unstructured mass interview technique.

Special conditions regarding health can also be found in the cumulative folder. While the complete health history is kept in the nurse's office, and may be consulted there for further information, significant information is placed in the folder on special health slips shown in Figure 9.

For some students enrolled in high school there is additional information which helps to enlighten the inquiring teacher or counselor. This information may be found on one of the forms shown: the

Figure 3. The cover of a high school permanent record folder

18

	Grade	Date	Teacher	Grade	Date	Teacher

Name _____ **Grade in School** _____

HEALTH
Indicate any weakness by a check

General health	
Hearing	
Sight	
Others	

Grade	Date	Teacher	Grade	Date	Teacher

SCHOOL ATTENDANCE
Check cause of poor attendance

Absence due to illness	
Unexcused absence	

Grade	Date	Teacher	Grade	Date	Teacher

HAS SHOWN INTEREST OR ABILITY IN:
Check interest or ability

Sports

Baseball	
Basketball	
Football	
Volleyball	
Track	
Others	

Grade	Date	Teacher	Grade	Date	Teacher

Dramatics	
Art	
Crafts	
Instrumental music	
Vocal music	

SCHOOL ACTIVITIES (List)

Grade	Date	Teacher	Grade	Date	Teacher

Figure 4. Continued

Figure 4. An elementary-high school record of test scores

20

Section B - School Work

1. List your previous schools in chronological order.

Year   Grade   Name of School   Location   Private or Public

2. List subjects you like best
3. Why do you like them?
4. List subjects you like least
5. Why do you not like them?
6. If you have failed a subject or grade, please list them.
7. How long do you study at night?
8. Do you have a quiet, well-lighted room to study?
9. Where do you study at home?
10. Which subjects take the most time?
11. Which subjects take the least time?
12. Do you listen to the radio while studying?_____Who?
13. Do you have anyone who can help you with your homework?_____If so, how late can you stay?
14. Can you go out on school nights?

Section C - Leisure Time

1. Do you like to read?
2. List magazines you read regularly
3. List books read in the last year.

4. How often do you go to shows?
5. Are you allowed to go to shows on school nights?
6. What kind of movies do you like best?
7. What kind of movies do you like least?
8. How much time do you spend everyday listening to the radio?
9. List 5 of your favorite programs

Section D - Future Plans

1. Is there any reason why you cannot complete high school?_____If so please explain
2. What kind of a job do you want after high school?
3. Do you plan to go to another school after graduation?
4. Name of school and kind of school (college, vocational, trade)
5. Have you talked to anyone about future plans?_____Who?
6. Would you like to talk your plans over with your Counselor?

Form 19 5M 7-49

Figure 5. Continued

QUESTIONNAIRE

This questionnaire is for your counselor's information, that they may be more helpful to you and more understanding of your problems and needs. You need not reply to any questions which you might prefer not to answer.

Section A - Personal

1. NAME _____ DATE _____

2. PARENTS

	Mother	Father
Name		
Birthplace		
Nationality		
Arrived in America-when?		
Living		
If dead-date		
Years in & name of grammar school		
Years in & name of high school		
Years in & name of college		

3. Do you live with both parents? _____ If not, with which one? _____

4. Do you have any step-parents? _____ If so, do you live with a step-parent? _____

5. Which step-parent do you live with? _____

6. Do you live in a house, motor court, trailer, or apartment? _____

7. Do your folks own or rent their home? _____

8. Do you have a separate room? _____ If not, with whom do you share your room? _____

9. Do you have any definite jobs at home? _____ What are your jobs at home? _____

10. How long have you lived in this city? _____ In this state? _____

11. List the names of other cities where you have lived and the approximate dates _____

_____

_____

12. Are there any foreign languages spoken in your home? _____ If so, what foreign languages are spoken? _____
    Were any spoken before you were ten years old? _____ Were any spoken after you were ten years old?

13. List name of brothers & sisters below

	Age	Years in & name of grammar school	Years in & name of high school	Years in & name of college

14. If any of your brothers or sisters are half-brothers or sisters, please put a letter "H" beside their names.

Form 10   SM   P-46

Figure 5. A guidance questionnaire

22

REGISTRATION WORK SHEET

Name_____ Date_____ Teacher_____ Period_____

REQUIREMENTS

HIGH SCHOOL GRADUATION	JUNIOR COLLEGE	FOUR YEAR COLLEGE

HIGH SCHOOL GRADUATION

Required:

Social Studies	10
English major	30
Life Science	10
Mathematics	10
U. S. History	10
Civics	5
Senior Problems	5
Physical Education	40
Electives	80
Total number of units	200

JUNIOR COLLEGE

1. High School Graduation
   (2 year terminal course)

2. College Entrance Requirements
   (4 year college program)

FOUR YEAR COLLEGE

3 years of English minimum
(4 recommended)

2 years of a Foreign Language

2 years of Mathematics
(Algebra and Geometry)

1 year of junior or senior
laboratory science

1 year of U. S. History

The State University (f) requirement is as follows: Advanced (3rd or 4th year) Mathematics, or Foreign Language, or Chemistry, or Physics, or Physiology—1 unit; or two years of a second language. To secure recomendation for admission to university or college you must have a "B" average.

1. I have taken:

Grade 9th	Grade 10th	Grade 11th

2. My future plans are:

Occupation: _____ Training required: _____

Attend: High School____ Apprentice Training____ Bus. College____ Jr. College____ 4 yr. College____

3. I am registering for:

1._____	4._____
2._____	5._____
3._____	6._____

4. Special permission and counseling have been received:

Subject or Course	Teacher's Signature
_____	_____
_____	_____

This is the program I desire for next year. I understand that no adjustment will be made in this program unless done by request of teachers, Guidance Department, or parents in conference with counselor. I agree with the above and it meets with my approval:

_____
Student's Signature

This work sheet must be returned to the Teacher Counselor within three (3) days after registration. Registration is not complete until this form has been returned.

_____
Counselor

Figure 7.

```
┌─────────────────────────────────────────────────────────────────┐
│                        GUIDANCE OFFICE                            │
│                   HIGH SCHOOL ACTIVITIES RECORD                   │
│                                                                   │
│ Name:_____    │
│          Last              First          Grade      Year        │
│                                                                   │
│       Please list all activities in which you participated this  │
│       year. Using the numbers on the left, tell what you did.    │
│       (Example: 3. Chairman of my English class.)                │
│                                                                   │
│  1. Athletics                                                     │
│  2. Clubs (membership)                                            │
│  3. Offices                                                       │
│  4. Musical performances                                          │
│  5. Art work                                                      │
│  6. Honors, awards, Scholarship society                           │
│  7. Hobbies                                                       │
│  8. Speech work                                                   │
│  9. Other accomplishments                                         │
│ 10. Travel                                                        │
│ 11. Work experience                                               │
│ 12. Service to school                                             │
└─────────────────────────────────────────────────────────────────┘
```

Figure 6. An activities record

progress report (Figure 10), referral slip (Figure 11), adjustment report (Figure 12), and individual counseling report (Figure 13).

Ability

The ability of the student is the first bit of information that the teacher or the counselor needs to have about the student. While Webster gives some assistance in defining ability as "capacity; power to perform," part of the question remains unanswered, for we may still ask "capacity for what?" Because of our academic background and training we most commonly think of ability in terms of verbal and numerical skill. Both experience and research are showing that some of our earlier concepts were only half-truths. Workers in special fields are increasingly decrying the snobbishness of narrow minds that see ability only in those who quickly appraise the printed page. Thurstone and Guilford, on the basis of considerable research, have shown how difficult it is to obtain pure factors, and how many different aptitudes may be determined eventually. The choice of a test of ability will be determined by what kind of information is desired and how the information is to be used.

```
___ 53. I wish that I knew how to dance.
___ 54. I do not seem to be able to take part in group discussions.
___ 55. I wish that I had more confidence in what I can do.
___ 56. I would like to know more about how to conduct myself on dates.
___ 57. I would like to know how to use the library more effectively.
___ 58. I wish that I did not dislike school.
___ 59. I find it difficult to prepare for tests.
___ 60. I never seem to do well on tests.
___ 61. I would like to stop biting my nails.
___ 62. Many times I feel sleepy in class.
___ 63. Many times I feel like quitting school.
___ 64. There are many times when I do not want to study.
___ 65. I often feel very restless in class.
___ 66. My courses seem to have little connection with making a living.
___ 67. I am worried because I think that I will not be able to go to college.
___ 68. I have difficulty understanding my assignments.
___ 69. I often get so excited that I cannot do things well.
___ 70. I wish that I could control my temper better.
___ 71. I often feel shaky and nervous.
___ 72. I don't think that I am very popular with the boys or girls.
___ 73. I often have the feeling that people push me around.
___ 74. I wish that I could sleep better at night.
___ 75. My feelings are often easily hurt.
___ 76. I wish that I could overcome some undesirable habits.
___ 77. I wish that I knew how to take better notes.
___ 78. I wish that I could overcome my fear of making mistakes.
___ 79. I desire more information about sex.
___ 80. I wish that I could carry on a better conversation.
___ 81. I am uncomfortable at parties.
___ 82. I wish that I wasn't always trying to tell others how to do things.
___ 83. I need to be more considerate of other people's opinions.
___ 84. I need to overcome the fear of speaking before a group.
___ 85. I would like to get a part-time job.
___ 86. I wish that I could improve my table manners.
___ 87. I wish that I had a quiet place to study at home.
___ 88. I wish that I could take more of a part in deciding family matters.
___ 89. I have always found it difficult to do my English work.
___ 90. I have always had much difficulty doing my Arithmetic.
___ 91. I have always been a poor speller.
___ 92. My parents are always urging me to do more than I can do.
___ 93. I would like to have my parents treat me more like a "grown-up".
___ 94. I often feel like running away from home.
___ 95. My family is always worried about money.
___ 96. I wish that I did not smoke so much.
___ 97. I would like to have better health.
___ 98. I wish that I did not get tired so easily.
___ 99. I often have headaches.
___100. I would like to know more about the meaning of world affairs and how
        they will affect my future.
___101. War and the fear of military service cause me much worry.
___102. I would like to know how to use my leisure time better.
___103. I would like to know if I should continue to take a college prepara-
        tory course.
___104. I would like to know more about apprenticeship training for a trade.
___105. I want to learn a trade.
___106. I would like to know what ability I actually have.
___107. I have no work experience.
___108. I would like to know how to act during a job interview.
___109. I wish that I knew my real interest.
___110. I feel that my teachers do not like me.
___111. Students often make fun of me and tease me.
___112. It is often difficult for me to hear the teacher when he or she is
        giving directions.
```

Figure 8. Continued

PROBLEM CHECK LIST

Below are listed a number of problems which have been indicated frequently by boys and girls as difficulties about which they were trying to find a suitable answer. Go through the list and put on X before every problem that has bothered you. Add any other problems not on the list on a sheet of paper.

___ 1. I wish that I knew more about how to study.
___ 2. I am having trouble selecting a vocation.
___ 3. I would like to have more spending money.
___ 4. I need to earn some money so that I can have a car.
___ 5. I need help in planning my vocational training.
___ 6. I am afraid I will get unsatisfactory grades.
___ 7. I am having trouble getting the courses that I want.
___ 8. I would like to play sports.
___ 9. It is difficult for me to see writing on the blackboard.
___ 10. I dislike some of my school subjects.
___ 11. I am having trouble getting along with some of my teachers.
___ 12. I don't seem to be able to observe school regulations.
___ 13. I would like to have the opposite sex more interested in me.
___ 14. I would like to be invited more often to parties and social affairs.
___ 15. I am afraid of the (opposite sex) boys or girls.
___ 16. I would like to know how to introduce people correctly.
___ 17. I am troubled because my parents quarrel and nag each other.
___ 18. My parents won't let me do anything that I would like to do.
___ 19. It is difficult for me to get along since my parents no longer live together.
___ 20. My school marks are unsatisfactory in one or more subjects.
___ 21. I would like to have a chance to plan more of my own activities.
___ 22. There are some things that I don't like about my home.
___ 23. My parents and I cannot agree on my vocational plans.
___ 24. My parents and I have arguments over the use of the car.
___ 25. I find it difficult to take part in parties and group games.
___ 26. I don't seem to have as many friends as other boys or girls.
___ 27. I am always having trouble getting along with others.
___ 28. My friends and companions are often encouraging me to do the things that I should not do.
___ 29. It is difficult for me to get along since my parents are in poor health.
___ 30. I have been unable to go to the dentist and get dental work done.
___ 31. I am having difficulty getting my home work done.
___ 32. My eyes often hurt when I read.
___ 33. I have always had difficulty with reading.
___ 34. I do not think that I am as attractive as other boys or girls.
___ 35. It is very difficult for me to keep my mind on my studies.
___ 36. I would like to get a job.
___ 37. I get very excited when I try to recite.
___ 38. I do not feel that teachers are interested in students.
___ 39. I am worried about the kind of work that I am best suited to do.
___ 40. I am worried because I would like to know if I can do college work.
___ 41. My parents and I never seem to be able to agree on anything.
___ 42. Illness has caused me to be absent from school many days.
___ 43. It may be necessary for me to quit school before I graduate.
___ 44. I sometimes do not dress for gym because I do not like it.
___ 45. I am worried about getting enough money to go to college.
___ 46. There are other family members doing better work in school.
___ 47. My parents and I have disagreements over matters regarding dates.
___ 48. I often argue with other family members.
___ 49. It is difficult for me to invite friends to my home.
___ 50. I'm not interested in having anything to do with the (opposite sex), boys or girls.
___ 51. I wish that I knew how to make myself more attractive.
___ 52. I wish that I had more friends.

Figure 8.

26

PROGRESS REPORT

Date_____195___

Dear Parent or Guardian:

We wish to report the progress of_____

in _____

	Good	Fair	Poor		Good	Fair	Poor
SCHOLARSHIP				CITIZENSHIP			
Classwork				Attitude			
Tests				Concentration			
Homework				Work Habits			
Spelling				Cooperation			
Following Instructions				Brings Materials			
ATTENDANCE				Effort			
Absence				Interest			
Tardiness				Responsibility			

Teacher's comment:_____

_____

_____

_____

_____

Better understanding and cooperation between the parents and teachers are usually helpful to the student. Use the reverse side of this form for your comments.

We welcome an opportunity to talk with you.

Please sign and return within three days to_____

Teacher

Room_____

Conference time_____

Parent or Guardian

Form D14 16M Trip. 7-55

Figure 10.

HEALTH INFORMATION

Dear Parents:
   The following information is desired in order that we may complete your child's health record. You are requested to fill in the questions and add any information which you feel will help us in the guidance of your child. Please return this questionnaire to us immediately

Name_____ Sex_____
       Last   First   Middle

Address_____City_____Phone_____
Birth Date_____Place of Birth_____
Parent or Guardian_____Relationship_____
State of Separated_____Name if Remarried_____

Family History	Occupation	Age	Health	If Deceased, Give Cause
Father				
Mother				
Brothers or Sisters				

Date Entered_____Grade Last Attended_____
Tuberculosis in Family, Who, When_____
Home Conditions_____

Immunizations	Date	Recommendations to Phys. Ed. Department
Diphtheria		If you feel that there is a physical reason why your child cannot participate in regular Physical Education activities, a letter from your health adviser should be obtained if credit is to be given. This should be on file in the Nurse's Office each school year
Smallpox		
Whooping Cough		
Tetanus		
Other		
Chest X-ray		
Mantoux Test		
In case of accident, call		

Disease History	Dates		Dates		Dates
Allergy		Heart Trouble		Rheumatic Fever	
Appendicitis		Hernia		Scarlet Fever	
Asthma		Influenza		Small Pox	
Bronchitis		Measles		St. Vitus	
Chicken Pox		Measles (German)		Tonsilitis	
Diphtheria		Mumps		Typhoid	
Earaches		Pleurisy		Whooping Cough	
Epilepsy or Convulsions		Pneumonia		Other	
Headaches		Poliomyelitis			

Operations_____
Accidents_____
Special Handicaps_____
Remarks_____

   Your School District endeavors in every way to maintain the optimum health of your child. If, at any time, you wish to consult the school nurse regarding health problems, she will be glad to help you in every way possible.

                            Sincerely,

Form 10 10M 6-48

Figure 9. A health information blank

    At the present time three general types of ability tests are available for testing groups of students. Tests which produce a single score, designated as an Intelligent Quotient, are largely made up of questions which require verbal or numerical ability. Some of the later tests of this type also include some items which require ability to manipulate objects in space. A second group of tests produces subscores as well as the total score. These subscores are designated as Language and

Non-language, or Verbal and Quantitative. This is a frank recognition that this type of test covers only two or three areas of human ability. Although they yield scores in terms of IQ, it is becoming common practice to refer to these tests in terms of academic or scholastic aptitude. Multiple-score tests are now being used more widely where specific information is needed about an individual. Some comments about each type of test, some examples of each kind of test, and a brief explanation of the test and its parts follow.

Date _____

Dear _____

We are interested in securing information regarding _____
Will you please make a brief statement as to (his or her)

       WORK:

       ATTITUDE:

       BEHAVIOR:

       SCHOLASTIC RECORD TO DATE:

Please return to Guidance Office as soon as possible. Thank you.

                        _____

Figure 13. An information request form

Single-score tests. If it were necessary to get a quick measure of what might be expected of an individual from an academic standpoint, or if the results of the test were to be used for survey purposes only, one of the following tests could be used.

Otis Tests—Quick-Scoring Mental Ability Tests: Gamma Test.[3] The test is devised to "measure mental ability, thinking power and/or degree of maturity of mind." Included in the test are items on vocabulary, arithmetic reasoning, and general information.

[3] Arthur S. Otis, Otis Tests—Quick-Scoring Mental Ability Tests: Gamma Test, World Book Company, Yonkers, N.Y., 1941.

REFERRAL SLIP

Date _____

Referred to _____ By _____

| | | Last Name | First Name | | Period | Room | Subject |

	✓	Comment
1. Attitude		
2. Personal Problem		
3. Home Problem		
4. Campus Problem		
5. Poor Work Habits		
6. Curriculum Problem		
7. Vocational Problem		
8. Health		
9. Attendance		
10.		

Form 3   4M   2-51

Figure 11. A guidance office referral slip

ADJUSTMENT REPORT

Grade _____

Name _____

Date _____

General Information: _____

Period   Subject   Teacher

Student's Statement: _____

Figure 12. An individual counseling report

permits further differentiation. The Non-language test consists of logical and numerical reasoning material. No reading is involved since all instructions are given orally.

Cooperative School and College Ability Tests.[10] These tests have four parts which are combined to produce a Verbal score and a Quantitative score. They include sentence-completion tasks, numerical-computation tasks, vocabulary tasks, and numerical problem-solving tests. The tests were developed for the principal purpose of helping teachers and counselors "to estimate the capacity of each *individual student* to undertake the academic work of the next higher level of schooling."

Multiple-score tests. The importance of the results gained from factor analysis is just beginning to make itself felt in educational and vocational guidance. Item and factor analyses have indicated that tests do not have the unitary wholeness formerly taken for granted. It is coming to be realized that "intelligence" is a constellation of abilities. In the introduction to the *Examiner Manual for the Tests of Primary Mental Abilities,* the Thurstones stated specifically, "By use of the statistical tool of factor analysis, psychologists have found that intelligence is made up of a number of more or less independent, describable, testable, and significant abilities."[11] J. P. Guilford, in a discussion of new standards for test evaluation, stated, "It is my conviction that only by an objective, empirical procedure, such as factor analysis, can we know what abilities and traits are represented in either tests or jobs . . . it is necessary to break the shackles of tradition to realize the great richness of human variability that actually exists."[12] After a ten-year study analyzing tables of intercorrelations of tests to determine whether there were ability clusters or factors and whether they were stable or changed according to age, Garrett came out with a developmental theory of intelligence. Briefly he stated, "Abstract or symbol intelligence changes in its organization as age increases,

[10] Cooperative Test Division, *Cooperative School and College Ability Tests,* Educational Testing Service, Princeton, N.J., 1955.

[11] Thelma Thurstone and L. L. Thurstone, *Examiner Manual for the Tests of Primary Mental Abilities,* Science Research Associates, Chicago, 1946.

[12] J. P. Guilford, "New Standards for Test Evaluation," *Educational and Psychological Measurement,* 6:427–428, 1946.

Hennon-Nelson Test of Mental Ability.[4] This test consists of 90 items arranged in order of difficulty, using material similar to that in the previous test.

Pintner General Ability Tests.[5] Four batteries of mental tests cover the entire range from kindergarten to maturity.

Terman-McNemar Test of Mental Ability.[6] This test particularly stresses the verbal components of intelligence. There are seven subtests: Information, Synonyms, Logical selection, Classifications, Analogies, Opposites, and Best answer.

Ohio State University Psychological Test.[7] Questions on this test include items on vocabulary and reading comprehension.

Two-part score tests. Two-part score tests permit more specific interpretation. When there is a wide difference between the verbal and the quantitative score, the resulting total score can be very misleading. Until there is greater recognition of the need for more specific information about students, this type of test will continue to be widely used. Three examples of this type of test follow:

American Council on Education Psychological Examination for High School Students.[8] This test provides the following two-part scores: The L score (linguistic) measures ability to succeed in verbal areas such as English, social studies, and foreign languages; The Q score (quantitative) measures ability to succeed in nonverbal areas such as mathematics, science, and technical curricula. Part scores are provided "to improve educational and vocational counseling."

California Test of Mental Maturity.[9] This test provides three scores: Language, Non-language and Total scores. The Language test has parts which cover both the verbal and numerical areas. A diagnostic profile

[4] V. A. Hennon and M. T. Nelson, *Hennon-Nelson Test of Mental Ability*, The Psychological Corporation, New York, 1946.

[5] Rudolf Pintner et al., *Pintner General Ability Tests*, The Psychological Corporation, New York, undated.

[6] Lewis M. Terman and Quinn McNemar, *Terman-McNemar Test of Mental Ability*, World Book Company, Yonkers, N.Y., 1949.

[7] Herbert A. Toops, *Ohio State Psychological Examination*, Science Research Associates, Chicago, 1941.

[8] American Council on Education, *Psychological Examination for High School Students*, Educational Testing Service, Princeton, N.J., 1953.

[9] E. T. Sullivan, W. W. Clark and E. W. Tiegs, *California Test of Mental Maturity*, California Test Bureau, Los Angeles, 1951.

daily in educational and vocational guidance. Simple observation of the heterogeneous population in our schools will show other types of ability not measured in our tests of general ability or scholastic aptitude. Since only 40 per cent of the student group, on the average, will go on to college, assistance is needed in assessing the aptitudes of the other 60 per cent. Fortunately, the influence of Thurstone's factor analysis of mental abilities is seen in the development of tests and batteries of tests which attempt to measure specific factors.

While a great deal of work still needs to be done to validate multiple-score tests and to develop norms that will be helpful in educational and vocational guidance, these tests certainly give a great deal more information about the individual than was obtained from the single-score tests. Some multiple-score tests are:

Tests of Primary Mental Abilities.[15] The tests in this battery are entitled Verbal-meaning, Word-fluency, Number, Reasoning, Memory, Space, Perceptual-speed, and Motor. Because of the length of the test, another shorter edition was made available by the publisher.

SRA Primary Mental Abilities.[16] These tests by the same authors and publishers have reduced the areas tested to five: Verbal-meaning, Space, Reasoning, Number, and Word-fluency. The major criticism of these tests is the short time allowed for each test, from four to six minutes. They are tests of speed rather than tests of power.

The General Aptitude Test Battery.[17] These tests devised by the United States Employment Service are restricted to the United States Employment Service and to cooperating public schools. Permission must be obtained to use the tests.

The aptitude areas identified are:

Intelligence (G): General learning ability. Tests in this area measure the ability to "catch on" or understand instructions and underlying principles; the ability to reason and make judgments. The area is closely related to doing well in school.

Verbal aptitude (V): The ability to understand the meaning of words and the ideas associated with them and to use them effectively;

[15] Thelma Thurstone and L. L. Thurstone, *Tests of Primary Mental Abilities,* Science Research Associates, Chicago, 1946.

[16] L. L. Thurstone and Thelma G. Thurstone, *SRA Primary Mental Abilities,* Science Research Associates, Chicago, 1947.

[17] United States Employment Service, *Guide to the Use of General Aptitude Test Battery,* sec. 3, pp. D-3 and D-4.

from a fairly unified and general ability to loosely organized group of abilities or factors."[13]

In a discussion of the Differential Aptitude Tests, Bennett, Seashore, and Wesman further amplified the need for getting away from the single all-embracing, comprehensive score:[14]

> . . . the use of a battery of tests illuminates cases which were quite obscure when only a single-score IQ was available. For example, two students who are of the same chronological age and earn the same total score on a test composed of verbal and numerical items, will receive the same IQ. Yet one of these students may have answered all the numerical items correctly and done but indifferently well on the verbal items; the other may have answered few of the numerical items correctly, but handled the verbal items well. Can anyone doubt that these boys, described as identical by the IQ, will perform quite differently in a course in algebra—or that they may need to consider different careers?
>
> There is another way in which such IQ's can mislead us. The typical so-called intelligence test is highly loaded with verbal material; some such tests have numerical or quantitative content leading to a separate score. Usually the single score is a weighting of the verbal and other miscellaneous items that are in the test. With all due respect to the usefulness of these tests for certain purposes, and certainly to their historical importance in the development of counseling, we should now face the fact that "intelligence" has many aspects, not all of which have yet been adequately described.
>
> It is becoming more and more apparent that a sensible attempt to obtain a rating on more than one of the facets of the mind will provide more meaningful information for guidance purposes than will a single score.

> If a counselor is interested only in determining the general level of ability in an individual, one of the tests of general mental ability will suffice. If it is recognized that these tests of general mental ability fail to reveal needed facts about the individual, tests providing language and non-language scores, linguistic and quantitative, or verbal and performance scores would be desired. None of these, however, give all the information required by the counselor who is engaged

[13] H. E. Garrett, "A Developmental Theory of Intelligence," *American Psychologist*, 1:372–378, September, 1946.

[14] George K. Bennett, Harold G. Seashore, and Alexander O. Wesman, *A Casebook for the Differential Aptitude Tests*, The Psychological Corporation, New York 1951, pp. 9–10.

Abstract reasoning: The test is intended as a nonverbal measure of the student's reasoning ability. The series presented in each problem requires the perception of an operating principle in the changing diagrams.

Space relations: The item type represents a combination of two previous approaches to measurement of this ability. The ability to visualize a constructed object from a picture of a pattern has been used frequently in tests of structural visualization. Similarly, the ability to imagine how an object would appear if rotated in various ways has been used effectively in the measurement of space perception.

Mechanical reasoning: Each item consists of a pictorially presented mechanical situation together with a simply worded question. Care has been taken to present items in terms of simple, frequently encountered mechanisms that do not resemble textbook illustrations or require special knowledge.

Clerical speed and accuracy: The test is intended to measure speed of response in a simple perceptual task. The student must first select the combination marked in the test booklet, then bear it in mind while seeking the same combination in a group of similar combinations on a separate answer sheet, and having found the identical combination, underline it.

Language usage: Spelling and sentences. In the spelling section all words were selected from the lists in Gate's *Spelling Difficulties in 3876 Words.* The words were further selected editorially for their prominence in everyday vocabulary. The sentences section of the language usage test is intended to measure the student's ability to distinguish between good and bad grammar, punctuation, and word usage.

The language usage tests, spelling and sentences, are more nearly achievement tests than any of the others. The chief reason for their inclusion among the Differential Aptitude Tests is that they measure basic skills which are necessary in so many vocational pursuits.

Multiple Aptitude Tests.[19] The individual tests are:

Word meaning: This test consists of 60 key words for which the testee has to identify a word of similar meaning.

[19] David Segel and Evelyn Raskin, *The Multiple Aptitude Tests,* California Test Bureau, Los Angeles, 1953.

the ability to comprehend language, to understand meanings of whole sentences and paragraphs; the ability to present information or ideas clearly.

Numerical aptitude (N): The ability to perform arithmetical operations quickly and accurately.

Spatial aptitude: The ability to think visually and to comprehend the two-dimensional representation of three-dimensional objects; the ability to recognize relationships resulting from the movement of objects in space.

Form perception (P): The ability to perceive details in objects or in pictorial or graphic material; the ability to make visual comparisons and discriminations and to see slight differences in shapes and shadings of figures and in widths and lengths of lines.

Clerical perception (Q): The ability to perceive pertinent detail in verbal or tabular material; the ability to observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation.

Motor coordination (K): The ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed; the ability to make a movement response accurately and swiftly. This area is probably related to reaction time.

Finger dexterity (F): The ability to move the fingers and manipulate small objects with the fingers rapidly and accurately.

Manual dexterity (M): The ability to move the hands easily and skillfully; the ability to work with the hands in placing and turning motions.

The *Differential Aptitude Tests.*[18] Tests included in this battery are:

Verbal reasoning: The test is a measure of ability to understand concepts framed in words. It is aimed at evaluating the student's ability to abstract or generalize and to think constructively, rather than his fluency or vocabulary recognition.

Numerical ability: The items are designed to test understanding of numerical relationships and facility in handling numerical concepts. The problems are of the type usually called "arithmetic computation" rather than what is usually called "arithmetic reasoning."

[18] George K. Bennett, Harold G. Seashore, and Alexander G. Wesman, *The Differential Aptitude Tests,* The Psychological Corporation, New York, 1947.

look when put together according to instructions, without having an actual model to work with. It samples ability to visualize the appearance of an object from a number of separate parts.

Scales: This test measures speed and accuracy in reading scales, graphs, and charts. It samples scale reading of the type required in engineering and similar technical occupations.

Coordination: This test measures ability to coordinate hand and arm movements. It involves the ability to control movements in a smooth and accurate manner when these movements must be continually guided and readjusted in accordance with observations of their results.

Judgment and comprehension: This test measures ability to read with understanding, to reason logically, and to use good judgment in practical situations.

Arithmetic: This test measures skill in working with numbers—adding, subtracting, multiplying, and dividing.

Patterns: This test measures ability to reproduce simple pattern outlines in a precise and accurate way. Part of the test requires the ability to sketch a pattern as it would look if it were turned over.

Components: This test measures ability to identify important component parts. The samples used are line drawings and blueprint sketches. It is believed that performance on this test should be representative of ability to identify components in other types of complex situations.

Tables: This test measures performance in reading two types of tables. The first consists entirely of numbers; the second contains only words and letters of the alphabet.

Mechanics: This test measures understanding of mechanical principles and ability to analyze mechanical movements.

Expression: This test measures feeling for and knowledge of correct English. It samples certain communication tasks involved in getting ideas across in writing and talking.

There are times when the counselor is not attempting to assess the many factors in the ability of an individual, but is only interested in checking whether the individual has ability to do a specific job or perform a specific task. There are many devices developed to measure these specifics, in fact, too many to discuss in this volume. The reader is invited to refer to special volumes developed to enumerate and evaluate such instruments. Two particularly good references in this area are:

Paragraph meaning: This test consists of 8 paragraphs followed by a number of questions.

Language usage: This test consists of 60 sentences containing errors in spelling, grammar, punctuation, or capitalization.

Name and number checking: This test contains 90 items, each having two names and numbers. Both names and numbers are to be checked to see whether they are the same or different.

Arithmetic reasoning: This test consists of 35 problems with possible answers, one of which is to be identified by the testee.

Arithmetic computation: This test consists of 35 computational problems to be solved.

Applied science and mechanics: This test contains a number of figures and questions about science and mechanics.

Paper form board: This test consists of a number of sets of pieces, one of which must match the first figure of each set.

Pattern reorganization: This test consists of a series of figures which can be rearranged to match one of the other figures in each line.

Surface development: This test consists of a number of sets of patterns one of which will fit the figure shown for each set.

Motor coordination and finger dexterity: This test has three pursuit-type activities to measure coordination and dexterity.

Flanagan Aptitude Classification Tests.[20] The 14 types of tasks include:

Inspection: This test measures ability to spot flaws or imperfections in a series of articles quickly and accurately. It was designed to measure the type of ability required in inspecting finished or semifinished manufactured items.

Coding: This test measures speed and accuracy in coding typical office information. A high score can be obtained either by learning the codes quickly or by speed in performing a simple clerical task.

Memory: This test measures ability to remember the codes learned in the previous test.

Precision: This test measures speed and accuracy in making very small circular movements with one hand and with both hands working together. It samples the ability to do precision work with small objects.

Assembly: This test measures ability to "see" how an object would

[20] *Flanagan Aptitude Classification Tests,* Counselor's Booklet, Science Research Associates, Chicago, 1953, p. 5.

the turning test. She was asked to make another appointment to take an interest inventory to compare her present interests with those indicated the previous year, since the counselor had found in a considerable number of students a shift of interest between the ninth grade and the tenth and eleventh grades. On this inventory Ruth's percentile rating in the business area declined considerably. A percentile in the high-average range for The Arts was discussed, and Ruth told of her interest in doing things around home. She believed that her mother was pleased with the neatness of her work but did not think she worked too fast. After the significance of the findings was pointed out, Ruth made the decision to transfer to the class in "Home Living" in which she could increase her skills in cooking and sewing, with the possibility of specializing in one area during her junior and senior years in high school as preparation for work.

Case 3. Bill was referred to the counselor because of his D grade in Advanced Algebra. Bill had made a B in Algebra I, and a C in Geometry. There was no point in his continuing in a college preparatory course without making "recommended grades." Since each student enrolled in the mathematics department had a record card containing statistical information, previous grades, and teachers' comments, the algebra teacher knew that Bill had the scholastic aptitude to do the work successfully. Was Bill just "lazy?" Didn't he spend enough time on home work? Was he just careless about his work? These and other questions were asked by the teacher. The counselor found the boy not very communicative during the first interview. Bill stated that he had always liked arithmetic and had been good in it. His stated choice was engineering, for which he would need all the mathematics offered in high school. Bill did admit a feeling of indifference toward Advanced Algebra, but had no explanation for the feeling. Although all previous mathematics test scores were good, the counselor decided to give Bill the Differential Aptitude Test of Numerical Ability. He scored at the 90th percentile! It was decided to give Bill another interest inventory since the previous inventory had been taken while he was in the ninth grade. While his score in the Computational area remained very high, the most important change was in his score in the Clerical area. After a discussion of the significance of computational ability in business, Bill agreed to change to Bookkeeping. Three weeks later the instructor reported that Bill

Donald E. Super, *Appraising Vocational Fitness*, Harper & Brothers, New York, 1949, Chapters VIII to XIII.

Lee J. Cronbach, *Essentials of Psychological Testing*, Harper & Brothers, New York, 1949, Chapters II and X.

Case Studies Illustrating the Use of Specific Tests

Case 1. Robert was referred to the counselor by the mechanical drawing teacher because every drawing he turned in was either incomplete in some detail or in considerable error on one projection. The teacher was puzzled: was the boy lazy or did he lack the ability to do the work required in mechanical drawing? Should the boy be "flunked" for his feeble effort, or should he be changed to another area where he could be more successful? When the counselor checked over the drawings with Robert, he noticed a flush of embarrassment when rather obvious errors were pointed out to him. On the basis of this observation the counselor developed the hypothesis that Robert really had difficulty in mentally manipulating objects in space. To test the hypothesis, the subtest on Block Counting of the MacQuarrie Mechanical Aptitude Test was given. Robert was able to state correctly for only one block, the most obvious one, the number of blocks it touched. On the basis of this finding Robert requested to be moved to Wood Shop. At the end of the semester the instructor reported that Robert was making satisfactory progress and a passing grade.

Case 2. Ruth was referred to the counselor because she was failing in typing. A check of Ruth's cumulative folder gave no clue as to the source of her difficulty. She had normal ability, had made average grades during the first year in school, had a good health attendance record, and had not received any unfavorable citizenship reports. In the initial interview with the counselor, Ruth restated her interest in secretarial or clerical work. She explained that she was not planning to continue her formal education after high school, and that it would be necessary for her to be prepared to work. Ruth had no explanation for the difficulty and claimed she had "tried real hard" to reduce her errors and increase her speed. Because of previous experiences with similar cases, the counselor administered the Minnesota Rate of Manipulation Test, which is a performance test, and found that Ruth did very poorly on the placing test, and had extreme difficulty with

measurements, such as the *Essentials of Psychological Testing* by Lee J. Cronbach, for more specific information than can be contained in this volume.

Consideration of the achievement tests available should take into account the use to be made of the results, whether for survey or diagnostic purposes. It would be well to use the same tests over a period of several years with a careful analysis of the results. The claims of the test publishers should not be taken blindly. Local norms should be developed for comparison with the "national" norms given. Committees of teachers should evaluate the contents of the tests, compare the results with their knowledge of the students, and plan for changes in the curriculum based on the results obtained.

Some of the better known test batteries in the achievement area are:

California Achievement Tests.[21] Three separate tests make up this battery: arithmetic, with separate scores in fundamentals and reasoning; reading, with scores in comprehension and vocabulary; and language, with separate scores in usage and spelling.

Cooperative Tests.[22] These tests cover the field of English with separate tests on reading comprehension, mechanics of expression, and effectiveness of expression; foreign language tests in French, German, Latin and Spanish; mathematics tests for the seventh, eighth and ninth grades, algebra, intermediate algebra, geometry, and trigonometry; science tests in the areas of general science, biology, chemistry, and physics; social studies tests in American government, American history, and world history.

Essential High School Content Battery.[23] This battery contains four tests in mathematics, science, social studies, and language and literature.

The Iowa Tests of Educational Development.[24] These tests cover nine areas of educational development:

1. Understanding of basic social concepts
2. General background in the natural sciences

[21] E. W. Tiegs and W. W. Clark, *California Achievement Tests,* California Test Bureau, Los Angeles, 1950.

[22] Cooperative Test Division, *The Cooperative Tests,* Educational Testing Service, Princeton, N.J., 1951.

[23] David P. Harry and Walter N. Durost, *Essential High School Content Battery,* World Book Company, Yonkers, N.Y., 1951.

[24] E. F. Lindquist (ed.), *The Iowa Tests of Educational Development,* Science Research Associates, Chicago, 1951.

had made up all of the back work, and was receiving an A in every assignment.

Case 4. Donald was referred to the counselor by the instructor in Wood Shop because of "a lack of interest and progress." Donald indicated that he would like to transfer to the class in Shop Crafts. The teacher involved indicated that perhaps it would be wise to check his interest and ability, for he had a feeling that Donald's interests were not in this field. A Kuder Preference Record indicated low interest in the mechanical field and high interest in the persuasive, art, and clerical fields. To check the low score in mechanical interest, the Minnesota Form Board was given, with a resulting low score. In a later discussion, in which the head of the business education department participated, Donald agreed to change from Wood Shop to Salesmanship. At the end of the semester the instructor reported average but not outstanding progress.

Achievement

The term achievement will be used here to mean the accomplishment of the individual in terms of objective measurements. Achievement in terms of grades or scholarship will be considered in the next section.

Probably the most important fact to know about a person is his ability. However, what the individual has done with the potential is also very important information. The multitude of measures of achievement presents a real problem. Should individually standardized tests be used, or should test batteries be used exclusively? It is obvious that an estimate of an individual's reading ability can be obtained from a single reading test, but should this test be one of the many individual reading tests available, or should it be one taken from a battery of tests offering comparable results in several subject areas?

In choosing an achievement test or tests some questions arise immediately. Is this a fair test for the actual curriculum of the school, or should it have more general application? If the latter is true, we must ask again is it fair? Is the sampling of the test broad and adequate, or does it overemphasize some aspect of the curriculum? Does the test require only the return of facts, or does it consider the broader aspects of the curriculum? Teachers or counselors charged with selecting such tests might well consult a volume on tests and
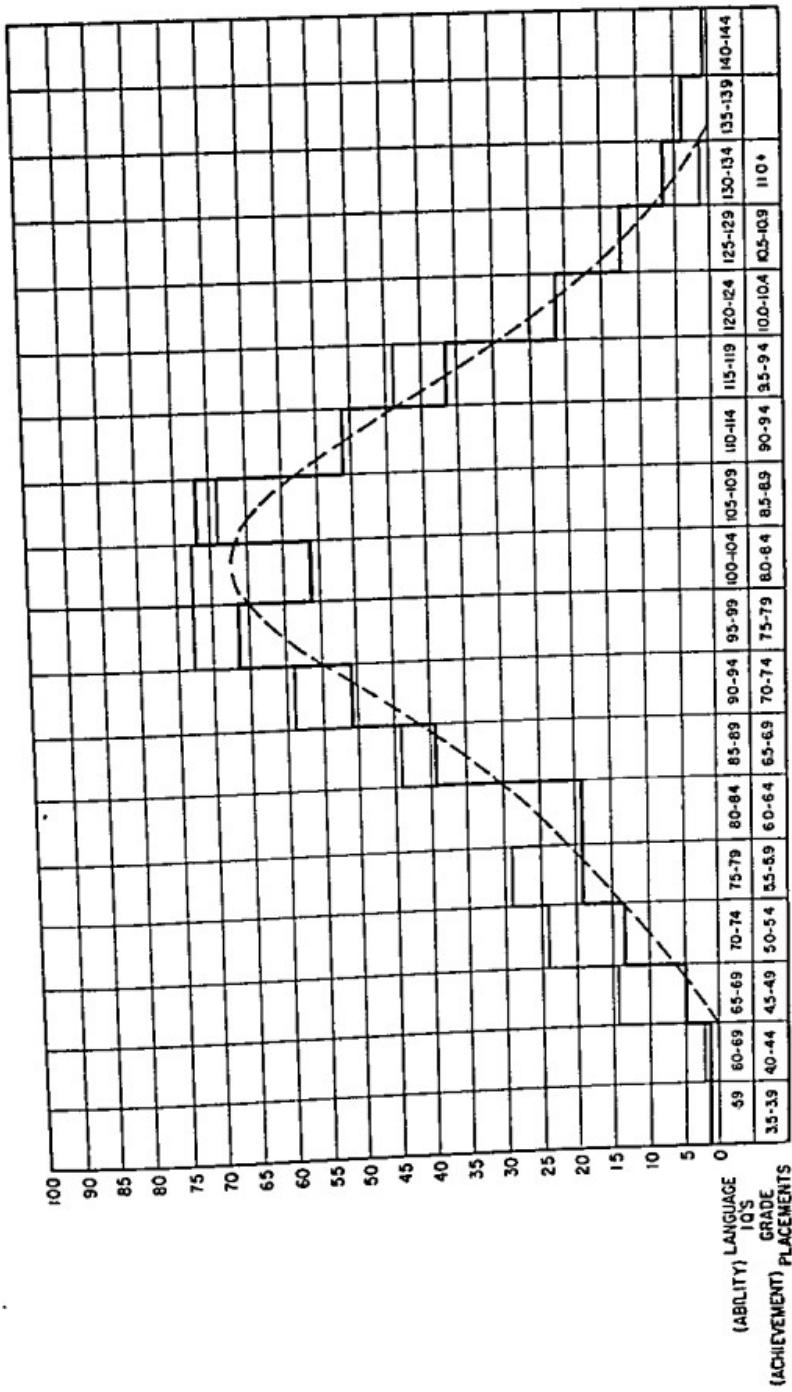
Figure 14. Ability and reading achievement Eighth Grade Classes

45

3. Correctness and appropriateness of expression
4. Ability to do quantitative thinking
5. Interpretation of reading material in social studies
6. Interpretation of reading material in the natural sciences
7. Interpretation of literary materials
8. General vocabulary
9. Use of sources of information

Metropolitan Achievement Tests.[25] These tests cover the elementary grades. The areas tested are reading, vocabulary, arithmetic, English, literature, history, geography, science, and spelling.

Stanford Achievement Test.[26] Separate batteries of tests cover grades 2–9. The Advanced Battery includes tests in paragraph meaning, word meaning and language, arithmetic reasoning and computation, spelling, science, social studies, and study skills.

Use of test information about groups. The study of group data is always interesting and worthwhile to the counselor. Both guidance and curricular implications can be gained from a study of data about a group. The chart in Figure 14 shows the ability and achievement levels for three entering classes of high school freshmen. It is quite evident that there is close to normal achievement by the group, the dotted line showing a close approximation to the "bell shape" of the normal distribution curve. The needs of the top 10 per cent of the group and the bottom 10 per cent are certainly different from the standpoint of both curriculum and guidance.

Distribution charts like that in Figure 14 can be made showing achievement in spelling, vocabulary, language usage, or in any area subject to objective measurement.

Studies of classroom-size groups is also very informative, as shown by the chart in Figure 15 of a typical junior class in American History. It can be easily seen that they are "juniors" only by the fact that they started their junior year in high school at the same time. In chronological age, intelligence grade placement, reading skill, and in many other factors they distribute themselves over a wide continuum.

Studies of classroom-size groups can also be made by scattergrams

[25] World Book Company, Yonkers, N.Y.

[26] Truman Kelly et al., *Stanford Achievement Test*, World Book Company, Yonkers, N.Y., 1953.

A GRAPHIC REPRESENTATION OF
AGES, ABILITY AND ACHIEVEMENT
SHOWING THE RANGE OF STUDENTS
IN A TYPICAL JUNIOR CLASS

Figure 15.

46
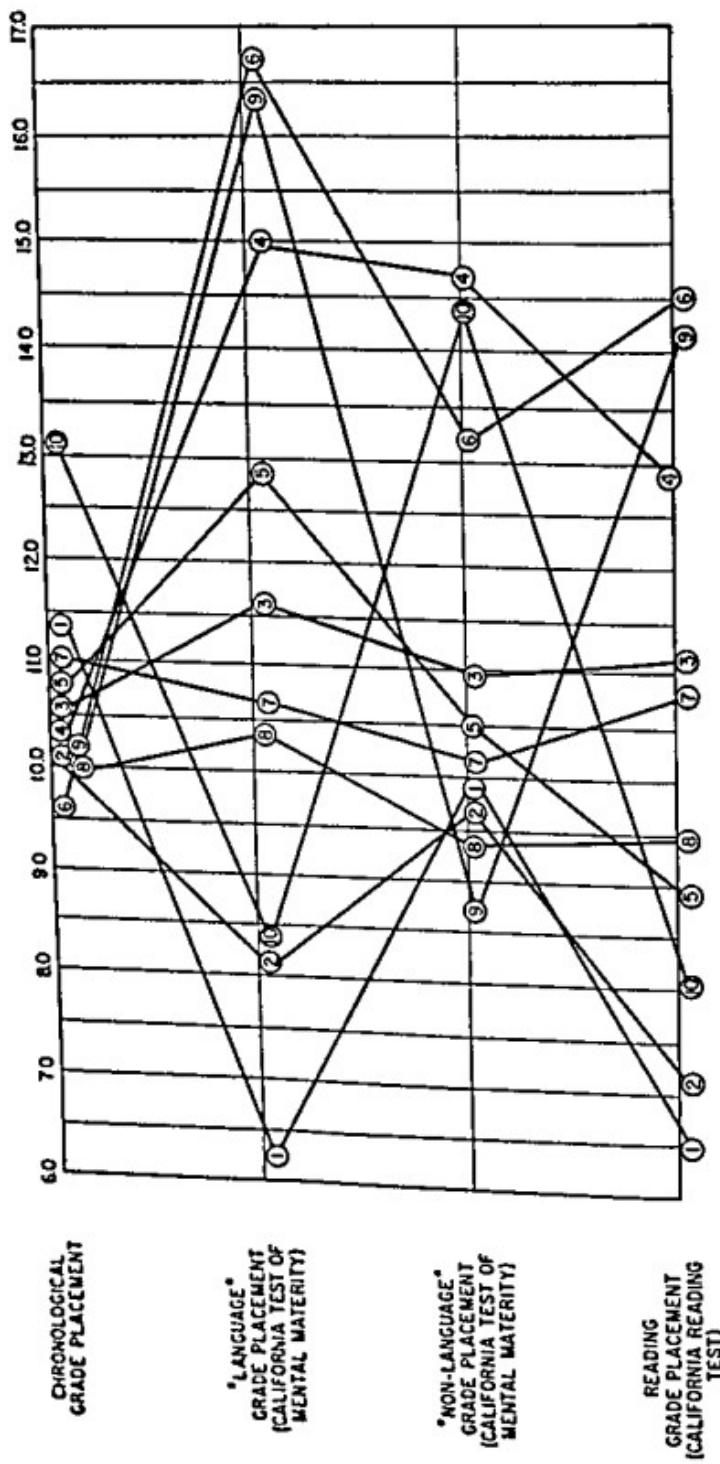
means of gaining recognition when efforts fail in other areas. This student will certainly need special guidance and help in choosing appropriate areas of study, and extra consideration by the teachers of "required" subjects if she is to remain and graduate from high school. Without this extra attention she will become another high school "drop-out."

ELEMENTARY–HIGH SCHOOL RECORD
For Schools in the El Monte Union High School District

TEST DATA

Name L_____ A_____   Date of Birth 7- 21- 3 8

SCHOLASTIC APTITUDE							OTHER TESTS		
Entered Date	District	Transfer Date	Actual Gr. Pl.	Test Form	Index	Date Given	Actual Gr. Pl.	Test Form	Index	Date Given
10-1-46	R_____	6-17-49	7.4	CTMM — Total	112.2	1-22-51				
			8.5	" — Lang —	116.3	1-22-51				
				" — Non Lang	108.3					
			8.5	P.A.T.	—	1-28-49				

GRAPHIC ANALYSIS CHART

GRADE PLACEMENT SCALE	3,0	3,5	4,0	4,5	5,0	5,5	6,0	6,5	7,0	7,5	8,0	8,5	9,0	9,5	10,0	10,5	11,0	11,5	12,0	12,5	13,0
ACTUAL GRADE PLACEMENT																					
CHRONOLOGICAL GRADE PLACEMENT																					
TOTAL INTELLIGENCE GRADE PLACEMENT																					
Language Intelligence																					
Non-Language Intelligence																					
Reading Vocabulary																					
Reading Comprehension																					
Total Reading																					
Arithmetic Reasoning																					
Arithmetic Fundamentals																					
Total Arithmetic																					
Language																					
Spelling																					
TOTAL ACHIEVEMENT GRADE PLACEMENT																					

Figure 18. Profile of L_____ A_____

In the profile shown in Figure 18, L. A. presents a contrasting picture. The first significant item is that her actual grade placement is six months ahead of her chronological grade placement. In many students six months' difference in age has little significance, but in other students it may explain acts of immaturity or difficulty in certain academic areas such as algebra and foreign languages. The second important factor is the difference in language and non-language grade placements. In cases where the language grade placement is close to actual grade placement or below and the non-language grade placement is high, teachers and students are often disturbed by what appears

The chart of A. A. (Figure 17) lists the grade placements determined from the California Test of Mental Maturity and the California Achievement Tests. This profile is typical of a small group of students in each class of low average ability who have a difficult time in attempting to do average work at the high school level. It is interesting to note that the student's chronological and actual grade placement are

Figure 17. Profile of A_____A_____

the same. She has come through an enlightened elementary school system that does not "fail" students of meager scholastic aptitude. As a result she realizes her limited academic ability but does not feel discouraged and defeated. The profile indicates that her achievement in reading and arithmetic is up to the level of her ability, although she might be considered two years "retarded" for her actual grade placement. The exceedingly high scores in language usage and spelling are interesting and rather typical of students who are hard working but have meager ability. Often this type of individual will seize upon some mechanical support such as memorizing spelling words as a

to be a discrepancy between ability and achievement. In such cases omnibus tests with single scores are particularly confusing. In the case shown below, the language ability was high enough to produce achievement two years beyond actual grade placement in all areas except spelling. The average score in spelling could be accounted for in several ways. It is quite possible that an individual with superior ability could be careless about the mechanics of spelling.

Figure 19. Profile of J_____ R_____

The third example of an individual profile, shown in Figure 19, is interesting for a number of reasons. While a boy of normal ability as indicated by his language grade placement, his immaturity, as indicated by his chronological grade placement, was shown in his reaction to a number of school situations. If this boy had been judged by his Total Intelligence grade placement, 9.0, he would have been expected to do above average work in academic subjects. His difficulty with algebra during his freshman year (which he took because of his parents' demands against the advice of the school counselor), first

drew attention to certain pertinent facts about him. His low scores in reading indicated a real need for remedial assistance in that area. His average score in Language Intelligence called for a realistic reappraisal of his college preparatory program so definitely desired by the parents. Finally, the boy needed help in understanding the meaning of the difference between his language and non-language scores. His inability to express something that he "knew" was apparent when he attempted to discuss his lack of achievement in some areas.

Many additional illustrations could be given, for human variability is almost endless. It is the duty of the counselor to present information in the most intelligible manner. A profile of the psychological facts about an individual is a valuable step in that direction.

Scholarship

Scholarship, meaning the grades earned by students, is separated from achievement because of the important implications to the counselor. While ability and achievement can be measured by objective means and are very important factors to be known by the counselor, the degree to which the individual has been able to utilize both his ability and his knowledge in specific instances is sometimes more important than the first two factors. An individual who is unable to perform according to his expected ability and achievement certainly should have the special attention of the counselor.

It must be taken for granted that a student's grade is often a compound of many things. A grade in Geometry may include, in addition to the individual's knowledge of geometry, his general acceptance by the instructor and the class, his manner of turning in his homework, or lack of homework, an evaluation of his verbosity during class time, and possibly other factors. Teachers have been heard to say, "Fifty per cent of your grade in this class will be determined by your attitude!" Yet with all these extraneous factors represented in a grade, it is still one of the best indicators of future success in college.

Case Studies Illustrating the Need of Knowing Both Achievement Level and Scholarship

Case 1. Paul transferred to a new high school for his senior year with a record of college-recommended grades. The week before

school opened he and other new students were given tests measuring scholastic aptitude and reading ability. These tests indicated that Paul was above average in all areas. At the first grading period his grades were only average. Paul was asked by the counselor to come in for a discussion of his grades. At that time Paul disclosed two problems he faced. His young stepmother seemed to be jealous of him at home, and he was also undecided as to his choice of a vocation. At another counseling session he was given the Kuder Preference Record on which he indicated very high interest in artistic and literary areas. Since the high artistic preference surprised him and even raised doubts in his mind, the Lewerenz Test of Fundamental Abilities of Visual Art was used to assist in answering his questions. In this test he scored "very superior" in six parts and "average" in two. After looking over several college catalogs and discussing the liberal arts program to be covered during the first two years of college, he decided to postpone his vocational selection until a later time and to consider carefully two colleges where it would be necessary for him to live on the campus.

Case 2. When Jimmy entered high school, his classification tests showed him to be of average ability and achievement. The first week in November the counselor began to receive referral slips from his teachers with the following notations: "Does not bring material to class." "No pencil or notebook." "Disturbs class." "Makes no effort. Makes no pretense of studying." Jimmy was transferred from Algebra to General Mathematics because he was by now hopelessly behind the class. At one conference Jimmy said he spent so much time selling papers that he couldn't do any home work. Since it was not absolutely necessary for him to sell papers he agreed to give up the job at Thanksgiving time. This he did, but there was still no improvement. Just before the Christmas holidays he was given an interest inventory on which there were no really significant scores, with only musical, scientific, social service, and mechanical areas slight favorites. During several conferences with the counselor it was discovered that while Jimmy's father was in the Army, the boy and his mother had followed him to army camps over the United States with only a minimum of attendance at school. Since the schools had different requirements and were working in different places on the same subject, Jimmy had become lost and discouraged. He had made and lost friends quickly.

What was the use of even attempting to plan for anything! Gradually Jimmy began to see that his course of action would only lead to more unhappiness and trouble. He made an effort to comply with teachers' requirements. Membership in one of the beginning shop clubs gave him a sense of belonging. During the second semester there was considerable improvement in both attitude and grades.

Case 3. Helen is a fifteen-year-old girl in the tenth grade. The survey test given in the tenth grade indicated that she was "superior" in the language test, and "above average" in the non-language test. In the ninth grade she had made all A's and B's and her citizenship was satisfactory. This year her grades were high for the first quarter, but several dropped to C's at the end of the semester. At the third quarter it was discovered that she had changed two C's to B's on her report card. Helen explained that her father had told her she would have to drop majorette lessons unless she had all B's or better. Since being a majorette meant more than anything else to Helen, she had been "dishonest." Several conferences were held with Helen's mother, who was very much upset about the whole matter. She requested the counselor to give Helen some tests to discover the real problem. Helen took the Occupational Interest Inventory, the California Test of Personality, and an art aptitude test. Her high interest was in art, and she expects to attend art school after graduation. In personality adjustment she ranked rather low in both self and social adjustment. She ranked high on the art aptitude test. As a result of these conferences and in the light of her further educational plans, her heavy college preparatory program was altered slightly to give additional time for her arduous cocurricular activity. At the end of the semester her grades were B's or better, with the exception of one C.

More Information about
the Individual

The important information about background, ability, achievement, and scholarship was covered in the previous chapter. In this chapter the essential but more difficult to obtain materials on interests, personality, attitudes, physical health, and home conditions are developed.

INTERESTS

"Johnny, what do you want to be when you grow up?" So often we hear this question asked by relatives or interested friends. The implication is that most boys and girls are interested in some phase of vocational life and that their vocational goal may be had for the asking.

Methods of Determining Interests

When a person interested in research asks the same question on a questionnaire, he is implying the same belief. It must be understood that this *professed* interest is subject to a number of conditions. If the individual is in the junior high school age group, this interest may be the result of pure fantasy, as youths of this age have not yet awakened to the reality of limitations in terms of aptitude and achievement. It is the difficulty in mathematics and foreign languages that reduces the number of students planning to take a college preparatory program!

Sometimes the question is understood to be, "What would you

prefer to be?" A *preference* is sometimes given because of a wistful hope that, despite one's misgivings, it might turn out that way. Others voice a preference because of social or parental pressure. Katherine Dresden pictures this situation very clearly in a magazine article:[1]

They may say, "I'd like to be an actress—I've always wanted to be an actress—but I'm going to work at Woolworth's." They may still tell their friends they are going to college, but it is with a sigh of relief that they tell me, "I'm glad I don't have to study anymore. You know—once I thought I wanted to be a priest—but I hate studying."

They may have bowed to mama and papa for eighteen years, but not anymore; they're through school and they're going to work, and mama and papa have recognized the inevitable.

Real vocational choice can best be obtained by a careful phrasing of the question. After testing a variety of questions, the author found that the following question was best understood by most students: "In the light of all the facts you now have, what will be your probable occupation?" To a large degree this question seemed to eliminate most of the answers based on both fantasy and preference.

"Mary spends so much of her time pretending she has some sick dolls I am sure she is interested in being a nurse when she grows up," or "Bob is always taking things apart and trying to get them together again. I'm sure he is interested in being a mechanic when he becomes a man." These statements are heard so often, that they scarcely need to be mentioned, for *manifestation* of interest by participation in an activity has long been accepted. There are, however, a number of factors to consider about manifest interest. Three boys played together in their boyhood, spending a great deal of time hooking up electrical circuits and blowing fuses. One of the boys built a number of the earlier radios that were constructed by amateurs. Surely here was a manifestation of interest that would indicate future events. However, one of the boys later became a super salesman of real estate and made a small fortune in Hollywood real estate, the second became an economist with his own consulting service, and the third became a psychologist. If a girl shows great interest in high school dramatics, it would be well to ask, "Is this activity the result of a desire for

[1] Katherine W. Dresden, "Vocational Choices of Secondary Pupils," *Occupations*, 27:104–106, 1948.

recognition, because the leading man is 'tall, dark and handsome,' or does the young lady really have dramatic talent?" Manifest interest is important and must be taken into consideration, but care must also be given to its interpretation.

A third way of determining interests, in addition to questioning and observation, is by *testing*. It has not been tried extensively, but work has started in this area. Results obtained from the Air Forces' General Information Test,[2] used to differentiate between bombardier, navigator, and pilot, and from the Michigan Vocabulary Profile Test,[3] a test of specialized vocabulary which should be indicative of interest and possible success in different areas, indicate that there are some possibilities in this method. Tested interests are certainly still in the experimental stage, and must be treated accordingly.

The fourth and most widely used means of determining interest are the *interest inventories*. For over a quarter of a century psychologists have been concerned with the assessment of interest by inventory methods. The earlier interest inventory was largely a list of occupations to be checked as Liked or Disliked or possibly as Neutral or Undecided. Later, lists of activities done in school or on the job were added. Still later, the importance of personal factors in choice of interests was recognized, and likes and dislikes, ratings of abilities, and other characteristics were included in newer devices. Another inventory added facts about jobs to help in determining interests. Gradually a feeling has developed among counselors actually using the inventory as part of the vocational guidance process that responses to details about jobs were much more significant than responses to titles of jobs. If an individual is interested in most of the details of a job he will probably like the job, but if the job is chosen because of the title and not because he likes to do the details involved, he probably will not be interested or successful in the job.

Definitions of Interest

Perhaps this is a good place to draw together a definition of interest. "Interests are the product of interaction between inherited aptitudes

[2] J. P. Guilford (ed.), "Printed Classification Tests," *AAF Aviation Psychology Report*, no. 5, Government Printing Office, Washington, 1947.

[3] E. B. Greene, *The Michigan Vocabulary Profile Test*, World Book Company, Yonkers, N.Y., 1939.

and endocrine factors, on the one hand, and opportunity and social evaluation on the other," according to Donald Super.[4] This point of view emphasizes the fact that things done well bring satisfaction and social approval but are only a part of the formation of interests. Through identification with others, additional interests bring satisfaction. Edward Strong points out that interest is an aspect of behavior, a response to a liking, and "since interest involves reactions to specific things, they must all be learned. Accordingly they may be modified later on by re-education."[5] Hahn and MacLean in summary state: "Interests are an aspect of personality development shaped by both hereditary and environmental factors."[6] Lee Cronbach opens his chapter on interests with the following statement: "An interest may be defined as a tendency to seek out an activity or object, or a tendency to choose it rather than some alternative."[7] Generally speaking, most writers agree that interests are the result of both heredity and environment, with some placing greater stress on one than the other. They agree that it is an activity rather than an entity in itself and that it is definitely related to the satisfaction of the individual.

Problems with Interests

There are certain problems that face the counselor working with interests. Perhaps the first major problem is the question of stability of interests. It is quite evident that during childhood interests do change radically. Empirical evidence obtained by counselors over a period of years has indicated that although interests of some high school freshmen are assuming fixed patterns, there are still many students who change during the sophomore year. During the junior year, or when the boys are about seventeen years of age, interests begin to crystallize. Fewer changes have been observed during the senior year. Only two research studies have been made in this area, but both corroborate the above observation. Strong, in a study of changes that take

[4] Donald E. Super, *Appraising Vocational Fitness*, Harper & Brothers, New York, 1949, p. 406.
[5] Edward K. Strong, *Vocational Interests of Men and Women*, Stanford University Press, Stanford, Calif., 1943, p. 10.
[6] Milton E. Hahn and Malcolm S. MacLean, *General Clinical Counseling*, McGraw-Hill Book Company, Inc., New York, p. 264.
[7] Lee J. Cronbach, *Essentials of Psychological Testing*, Harper & Brothers, New York, 1949, p. 339.

place between fifteen and twenty-five years of age, found that two-thirds of the changes take place in the first three years of this period; by the time most boys are eighteen their interests are set.[8] Super reports on the work of Carter and Taylor in *The Adolescent Growth Study*, with similar results.[9] It was found that the interest patterns in the tenth and eleventh grades showed as high a correlation to those in the last year in college, as did the interests in the first year of college or those five years after graduation. In summary it may be said that while long-range, stable occupational interests begin to emerge in some individuals as early as thirteen and fourteen, most students do not show this stability until they are around seventeen, and some do not stabilize until they are in their twenties.

Another problem that has caused considerable concern and some research is the discrepancy between claimed interests and inventoried interests. One of the writers made a study of 860 juniors and seniors in two high schools and found that 58 per cent of the girls and 62 per cent of the boys were in agreement on their stated probable occupation and the top rating of interest on the Occupational Interest Inventory.[10] A study of the relation of vocational choices and interest inventory results was made by Kopp and Tussing.[11] A questionnaire was administered to a group of high school students soliciting their vocational choice. The Kuder Preference Record was then given, and it was found that results for 67 per cent of the boys and 40 per cent of the girls agreed with their first choice of an occupation. The Cleeton Interest Inventory was then given to the same group and the results for 53 per cent of the boys and 39 per cent of the girls agreed with their first choice of an occupation. Correlations obtained from this study were close to .50, which was consistent with previous studies of the relation between interest inventories. Studies of self-understanding and self-rating made during the past 40 years have indicated that most individuals overrate their own characteristics. A study by the

[8] Strong, *op. cit.*, p. 259.

[9] Super, *op. cit.*, p. 392.

[10] Gunnar L. Wahlquist, "An Investigation of Self-understanding in Vocational Choice and the Educational Implications," unpublished doctoral dissertation, University of Southern California, Los Angeles, 1952, pp. 170–171.

[11] T. Kopp and L. Tussing, "The Vocational Choices of High School Students as Related to Scores on Vocational Interest Inventories," *Occupations*, 25:334–359, 1947.

writer found this to be true in all areas except scholastic aptitude.[12] This inability of individuals to see themselves as they really are should be carefully kept in mind when counseling students.

The fact that interests may not be closely related to aptitudes or abilities, or may have little effect on grades earned in a curriculum leading to the ultimate end of that interest, and the fact that transient interests can be developed easily and quickly by successful motivation in the classroom, are but a few of the problems related to this field.

Experience and Research

On the other hand, there are certain facts that have been determined by experience and research. Interests are usually plural, and often constellations may be seen. Interests become less varied in individuals with increasing age. Different jobs have different interest patterns. Sex differences have been reported by a number of workers in the field: men tend to be more interested in physical activity, scientific and mechanical matters, and activities involving persuasive ability such as salesmanship and politics; women's interests are more in the fine arts and literature, in some types of business activity and work involving assistance to people such as nursing, teaching, and social service. People doing similar types of work generally have similar interests. There is increasing evidence of a relationship between interests, attitudes, and personality factors in social adjustment.

Types of interests have been determined by either item analysis or factor analysis. A synthesis of the findings thus far suggests the following types:

Scientific: The determination of cause and effect relationships and applied activities in research, experimentation, and invention.

Social welfare: Working for or with people.

Literary: Activities involving the production or use of written language.

Mechanical: Activities in making, processing, or repairing.

Clerical: Business activities which include some phase of selling or computation, use of business machines, or distributive activities.

Persuasive: Activities involving argumentation, discussion, or the giving of instructions.

[12] Wahlquist, *op. cit.*, pp. 224–225.

Artistic: Activities involving line and color, such as drawing and painting.

Musical: Participation in activities involving expression or production of music.

Outdoor: Activities that involve working with plants or animals.

Commonly Used Inventories

Some of the better interest inventories available are:

Cleeton Vocational Interest Inventory.[13] Areas of significance on the men's blank are the biological sciences, specialized selling fields, the physical sciences, the social sciences, business administration, legal and literary work, mechanical occupations, financial interests, and creative or public performance occupations.

Areas of significance for women are office occupations, sales work, the natural sciences, social service work, creative work as an artist, designer, or composer, grade or high school teaching, personal service occupations, and mechanical and household occupations.

Kuder Preference Record.[14] The larger areas covered are: outdoor, mechanical, computational, scientific, persuasive, artistic, literary, musical, social service, and clerical.

Occupational Interest Inventory.[15] Fields of interest covered are the personal-social, natural, mechanical, business, the arts, and the sciences. Types of interest covered are verbal, manipulative, and computational. The inventory includes a measure of level of interest, from the simple, routine, and unskilled activities to those that require creativeness, planning, and skill.

An interesting device to pinpoint interests is the Vocational Interest Analysis. This device is a "sixfold" extension of the Occupational Interest Inventory which gives a full length inventory in each of the six interest areas.

Vocational Interest Blank for Men (Women).[16] Scoring scales are

[13] Glen U. Cleeton, *Manual of Directions for Vocational Interest Inventory,* McKnight and McKnight Publishing Company, Bloomington, Ill., 1937, pp. 13–14.

[14] G. Frederic Kuder, *Examiner Manual for the Kuder Preference Record,* Science Research Associates, Chicago, 1949, pp. 8–9.

[15] Edwin A. Lee and Louis P. Thorpe, *Manual of Directions Occupational Interest Inventory,* California Test Bureau, Los Angeles, 1944, p. 3.

[16] Edward K. Strong, *Vocational Interests of Men and Women,* Stanford University Press, Stanford, Calif., 1943, pp. 133–137.

available for measuring interest in 39 occupations. Factor analysis has shown groupings of interest which reduce the number of scorings required. These groupings are:

1. Artist, psychologist, architect, physician, and dentist
2. Engineer, chemist, mathematician, and physicist
3. Production manager
4. Farmer, printer, mathematics-science teacher, and forest service worker
5. Personnel manager, YMCA director, social science teacher
6. Musician
7. Certified public accountant
8. Accountant, office worker, purchasing agent
9. Sales manager, real estate salesman, life insurance salesman
10. Advertiser, lawyer, and journalist

Strong favors scoring the blank on all scales. The group scales should only be used when the cost of scoring is an important factor. This blank should be used only with mature adolescents and adults.

Case Studies Showing the Use of Interest Inventories

Case 1. Stanley was referred to the guidance office by his instructor because of "lack of interest and progress" in Mechanical Drawing. The instructor had elicited the information from the boy that his father had forced him to take the class but that the boy did not want to stay in the class. Stanley indicated to the counselor that he would like do something in which he could use his hands and was especially interested in taking the class in Shop Crafts. After some discussion of the importance of knowing about interests and aptitudes, Stanley indicated an interest in taking an inventory. The profile of the Kuder Preference Record showed a low interest in the mechanical field but high interest in persuasive, art, and clerical areas. To double check the low score in the mechanical area the Minnesota Form Board and the Bennett Test of Mechanical Comprehension were administered, with resulting low scores. In a conference with Stanley and his father it was agreed that he should be allowed to transfer to the class in Salesmanship in the business education department. Several weeks later the instructor indicated that Stanley was making satisfactory progress.

Case 2. Beverly's father came to school to speak to the counselor

about some "vocational tests" she had taken. During registration Beverly seemed in doubt as to what classes she wanted to take. She welcomed the idea that there might be an objective way of determining interests and aptitude, and requested the opportunity to take an interest inventory. Beverly scored high in the literary and persuasive areas. This seemed to please her very much because she had secretly thought of being a buyer for a clothing store or working on a newspaper. The results of this inventory brought Beverly's father to school because he wanted his daughter to take secretarial work. Beverly had indicated little interest in typing or shorthand, and her score was quite low in the clerical field on the interest inventory. Upon learning this, Beverly's father became very much interested in the testing devices used and asked a great many questions. Finally he stated that he did not object to her choice of a vocation as a buyer if she did not become satisfied with merely clerking across a dime-store counter!

Case 3. Esther was referred to her counselor by her science teacher. Esther showed little interest in her work and made a nuisance of herself in class by talking and making unusual noises. Her attitude in general was very poor. In a conference with Esther she expressed a great deal of dislike for school and the intention of quitting as soon as possible. She could see no reason why she had to take Life Science and Physical Education. She said she got enough exercise working in her father's restaurant, and since she supposed she would always work for her father in the restaurant, she didn't need an education. Furthermore, her folks were not congenial and had contemplated getting a divorce several times. Life in general was pretty tough! After some discussion Esther agreed that her defeatist attitude was not solving her problems or making her happy. Since some of her school program could be adjusted if it were known what she really was interested in, she agreed to take an interest inventory. Because of her past unsatisfactory citizenship, Esther was asked to bring her mother in for a further conference. The requirements of Physical Education and Life Science were explained to Esther and her mother. It did seem desirable to change her Physical Education to the last period of the day, and this was done. The interest inventory showed high interest in computational and clerical areas. Esther said she had thought about being an accountant, bookkeeper, or secretary. Her program for the next year was set up with several classes in the business education department.

In a conference with her Life Science teacher, Esther expressed a desire to change her class because she had been "a bad influence on it." Ordinarily changes like this one are not granted, but because her present citizenship grade was "unsatisfactory," and because she promised great changes would result, it was done. About a month later she stopped in for a few minutes to say that things were going better for her at school, but that she was concerned over her parents' marital troubles. Her Life Science teacher said she had changed completely, and Esther received a satisfactory grade in both her citizenship and work in this class for the semester.

Case 4. Edward came into the guidance office voluntarily and told his counselor that he was not happy in school and felt that his mother's vocational goal for him was not what he really wanted. Could the counselor help him? The counselor suggested that, since there was an apparent difference of opinion, it would be best to use some objective method of determining his interests. Edward agreed to take an interest inventory. On the Occupational Interest Inventory the results indicated high interests in the mechanical and business fields and in manipulative and computational activities. His level of interest was below the 50th percentile. When Edward's mother came in for a conference she immediately stated her disbelief in the results, for "Edward was just like her, and she wanted him to go to college." The counselor invited her to take the same interest inventory her son had taken, and although she was somewhat shaken by the idea, she agreed to do so. When the blank was scored and the profile made, there was little that she could say, because it was quite evident that their interest patterns were not the same. She had high scores in personal-social, art, and verbal areas. Edward was allowed to change his course for the next semester.

PERSONALITY

When gathering information about an individual it is taken for granted that objective data about ability, achievement, and interests is essential. It is also recognized that information about an individual's personality is needed, but how this is to be obtained is subject to considerable dispute. This situation led Super to say: "The field of personality is one of the most popular, challenging, important, and con-

fused in contemporary psychology."[17] It is certain that the concept of counseling and the choice of technique will depend on the theory of personality espoused.

Personality Theories

An extended study of the many viewpoints on personality cannot be made in this volume. Thorpe,[18] Murphy,[19] Allport,[20] and Kluckhohn and Murray,[21] are but a few of those who have made extensive studies regarding personality. These may be studied with considerable profit. Here only the main personality theories will be touched on briefly.

One point of view looks upon the personality as a whole, global unit, complex in nature, and therefore virtually unanalyzable. This is the gestalt protest against the behaviorists' atomistic approach. Another concept, generally credited to May,[22] is known as the "social stimulus value" of the individual. Under this definition of personality, the individual would be observed in groups, and interviews or written reports would be obtained from persons who know him. It is obvious that this definition is limited by its empiricism. A third definition is that given by Allport: "Personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustment to his environment."[23] Those who hold to this definition would concentrate on interviews or projective techniques. A fourth definition considers personality as a pattern of traits, or ways of reacting to external stimuli. This point of view is unitary and therefore analyzable.

The average counselor working with students who have problems is not concerned with the academic disagreement that revolves around

[17] Donald Super, *Appraising Vocational Fitness*, Harper & Brothers, New York, 1949, p. 481.

[18] Louis P. Thorpe, *Psychological Foundations of Personality*, McGraw-Hill Book Company, Inc., New York, 1938.

[19] Gardner Murphy, *Personality: A Biosocial Approach to Origins and Structure*, Harper & Brothers, New York, 1947.

[20] Gordon W. Allport, *Personality: A Psychological Interpretation*, Henry Holt and Company, Inc., New York, 1937.

[21] Clyde Kluckhohn and Henry Murray, *Personality in Nature, Society, and Culture*, Alfred A. Knopf, Inc., New York, 1949.

[22] Thorpe, *op. cit.*, p. 5.

[23] Thorpe, *op. cit.*, p. 5.

the measurement of personality. He is interested in determining the basis for the symptoms seen in the student. As much information as can be obtained in an interview by a skilled counselor is valuable, but it is often helpful to have assistance from a standardized questionnaire, such as an interest inventory, to save time in interviewing and to get information not as readily obtained in a face-to-face interview.

Cautions in Using Personality Inventories

Personality inventories may be used by the general counselor without undue risk if the following factors are kept in mind:

1. The significant scores are at the extremes of the profile. A low score is an indication of one or more severe problems faced by an individual. Both a low score and a very high score should be checked against other information about the individual.

2. Inventories using forced-choice design, validity or "lie" scores are generally more desirable.

3. Since inventory questions are rather transparent, faking is possible. This type of instrument should never be used until rapport has been gained. Widespread and indiscriminate use of these instruments will have little value to either the individual or the institution.

4. Since transparency is a problem with inventory questions, those using indirect questions are preferred over those with direct questions.

5. Individuals under stress, i.e., those having real problems of a solvable nature, will usually cooperate if rapport has been gained. These individuals are usually puzzled and troubled at the reaction to their symptoms. Hope "springs eternal" that someone may be able to help them.

6. Since personality traits are of such a dynamic nature, it is impossible to determine the reliability of an inventory on a test-retest basis. The taking of an inventory itself or a counseling interview may make a change in the individual's pattern.

7. It follows from the above statement that a personality profile is valid and reliable only at the time it is given. Time and modified environment will produce changes in the individual.

8. Inventory results are never used alone. As in all good counseling, as complete a picture of the individual as possible should be obtained.

9. After extended use of inventories the counselor will find clues given by certain answers to questions more meaningful than the scores obtained. These answers, in the light of other knowledge about the individual, can lead to a rapport on highly personal matters which a general interview would never reveal.

Commonly Used Inventories

A few of the more useful inventories are:

The Adjustment Inventory.[24] The measurement of four types of adjustment permits location of specific adjustment difficulties. Areas of personal adjustment are home, health, social, and emotional adjustment.

Minnesota Personality Scale.[25] This scale provides five separate measures of adjustment:

Part 1—Morale: Indicates belief in society's institutions and future possibilities.

Part 2—Social adjustment: Separates the gregarious and socially mature from the socially inept or undersocialized individual.

Part 3—Family relations: Indicates the nature of the parent-child relationship.

Part 4—Emotionality: Indicates the emotionally stable and self-possessed and those with anxiety states or overactive tendencies.

Part 5—Economic conservatism: Indicates conservative or liberal viewpoints on current economic and industrial problems.

California Test of Personality.[26] Components, which are groupings of more or less specific tendencies to feel, think and act, are divided into two parts. Under personal adjustment the groupings are self-reliance, sense of personal worth, sense of personal freedom, feeling of belonging, withdrawing tendencies, and nervous symptoms. Under social adjustment the groupings are social standards, social skills, anti-social tendencies, family relations, school relations, and community relations.

[24] Hugh M. Bell, *Manual for The Adjustment Inventory*, Stanford University Press, Stanford, Calif., 1934.
[25] John G. Darley and Walter J. McNamara, *Manual of Directions, Minnesota Personality Scale*, The Psychological Corporation, New York, 1941.
[26] Louis P. Thorpe, Willis W. Clark, and Ernest W. Tiegs, *Manual—California Test of Personality*, California Test Bureau, Los Angeles, 1942–43.

Personal Audit.[27] Components of the measure are nine pairs of opposite characteristics: seriousness—impulsiveness, firmness—indecision, tranquillity—irritability, frankness—evasion, stability—instability, tolerance—intolerance, steadiness—emotionality, persistence—fluctuation, and contentment—worry.

Heston Personal Adjustment Inventory.[28] The six basic components of an individual's adjustment on this inventory are analytical thinking, sociability, emotional stability, confidence, personal relations and home satisfaction.

Cases Showing the Uses of Personality Inventories

Case 1. Mary's mother called the counselor because of the problem created by Mary's going out at night with boys to dances. Mary's father, considerably older than his wife, objected to the girl's "running around." Since Mary was a freshman, there was little of significance in her cumulative folder beyond the fact that she had above-average scholastic aptitude. In an interview with Mary it was observed that she was a very attractive girl, looking and acting very much older than she actually was. At the beginning of the interview she was rather reluctant to indicate that she had any problems but finally agreed to take a test that would help her to know more about herself. On the California Test of Personality she rated quite high in all areas except personal freedom. In a discussion of her answers to some of the questions, Mary told of her father, (who was really her stepfather), strenuously objecting to her going out with boys. Mary did admit that things had been very unpleasant and there had been little home life prior to her mother's remarriage a few years ago. She also admitted her stepfather was considerate in other things and did buy her rather nice clothes. After discussing the matter pro and con, Mary seemed to feel that his good qualities compensated for the bad, and that, if she had to choose between the past and the present, she would rather have things as they are and become adjusted to her father's way of thinking. During several interviews with the counselor, Mary freely expressed her feelings. While doing so her insight im-

[27] Clifford R. Adams and William M. Lepley, *Manual of Directions—the Personal Audit,* Science Research Associates, Chicago, 1945.

[28] Joseph D. Heston, *Manual—Personal Adjustment Inventory,* World Book Company, Yonkers, N.Y., 1949.

proved tremendously. Mary's mother called later stating that the atmosphere at home had improved considerably.

Case 2. Janet was referred to the guidance office by her English teacher for "exhibiting traits of stubbornness and indignation" without any apparent cause. Since Janet had recently transferred into school, there was little information in the cumulative record. Her classification tests indicated average scholastic aptitude but considerable deficiency in reading. In the first interview Janet indicated that she thought the teacher was not "fair." Her general feeling of antagonism seemed to include the whole school. The next day her "temperature" had gone down to the point that Janet agreed to take an inventory to see if that could help the situation. Her score on the Social Adjustment scale of The Adjustment Inventory suggested she might be submissive and retiring in social contacts. In a discussion of her answers to some of the questions on the Social Adjustment scale, Janet disclosed that she was one of a family of eight and had recently come from a small school in Vermont. Her problem seemed to be that of adjusting to this school, as she missed her friends back home. The teacher had asked her to read something aloud, and "it scared her to death"! Besides, she wasn't "good at reading." The counselor arranged for Janet to meet several girls in one of the many excellent service clubs, and also scheduled a time for her to take a diagnostic reading test. After several counseling sessions her English teacher reported that Janet had improved a great deal and seemed to be fitting into school life very happily.

Projective Techniques

It would be an omission to fail to mention projective techniques at this point. Since the devices that are available are still in an experimental stage and must be interpreted by clinicians with special training, little more than mention will be made of them. The Rorschach[29] and the Thematic Apperception Test[30] are the two best-known tests of this type. The Rorschach requires an interpretation of ten cards containing ink blots. Responses are carefully recorded and analyzed. Considerable work has been and is being done to determine the

---

[29] Bruno Klopfer and D. M. Kelley, *The Rorschach Technique*, World Book Company, Yonkers, N.Y., 1942.

[30] Henry A. Murray, *Thematic Apperception Test Manual*, Harvard University Press, Cambridge, Mass., 1943.

validity of the test and to simplify the scoring. Again it must be pointed out that only those specially trained in this technique should attempt to use it. The Thematic Apperception Test contains twenty pictures portraying ambiguous situations which the testee is asked to describe. It is based on the theory that a person interpreting the pictures must organize the stories out of his own feelings and personal experience. Much experimental work remains to be done to establish both reliability and validity.

Other types of projective techniques have been developed that are not as well known, and like the above, still need experimentation to determine their value in counseling individuals. Word association tests, incomplete-sentence tests, psychodrama, and studies of expressive movements are some of these devices.

Rating Forms

Various types of rating forms have been used for many years, but studies of self-ratings and ratings by others have not encouraged further experimentation along this line, for unreliability is too evident to be doubted.

Sociograms

Another type of device which has been used to gain knowledge of interpersonal relationships and has grown in favor, especially in the elementary school, is the sociogram. By means of this sociometric technique it is possible to learn about the social structure of the group. The isolates probably have learning problems as well as social problems. This added information about an individual will certainly be helpful in counseling. For extended treatment of the subject, read the book by the originator of the technique, J. L. Moreno,[31] and an extended report by Helen Jennings,[32] or a more recent volume by the Andersons.[33]

[31] J. L. Moreno, *Who Shall Survive?* Nervous and Mental Disease Publishing Company, Washington, 1934.
[32] Helen H. Jennings, *Sociometry in Group Relations*, American Council on Education, Washington, 1948.
[33] Harold H. Anderson and Gladys L. Anderson, *An Introduction to Projective Techniques*, Prentice-Hall, Inc., Englewood Cliffs, N.J., 1951.

ATTITUDES

When students succeed or fail to achieve in school subjects although objective data does not indicate such results for them, often the determining factor is attitude. Students with average or meager scholastic aptitude will "work over their heads" and thus make college-recommended grades despite the odds against them. Others, apparently able students, will fail when it seems hardly possible for them to do so with their native endowment. "Lazy," "fails to get his assignments in," and "makes little effort in class" all describe symptoms which must be treated as such, but they are often indications of attitudes that may suggest the reason for deviation from expectancy.

Difficulties in Assessing Attitudes

While it is agreed that knowledge of attitudes is important, several problems make measurement of attitudes difficult. One of the first problems in developing an attitude scale or test is the difficulty of establishing its validity. Since the validity of self-report has been found questionable in a number of studies, it is difficult to find a criterion by which to judge such measures. In addition to the problem of validity there is the question of the intensity of the attitude. Some people have such strong feelings connected with the attitude that they are propelled to act, while others tolerate similar situations without action.

Some Experimental Devices

Because of difficulty in standardizing instruments which measure attitudes, many informal devices have been used to try to determine an individual's thinking and feelings. Attitudes can sometimes be determined by rather indirect methods. One of these indirect methods of determining attitude is through the use of a problem check list.

For the past ten years one of the authors has been developing a problem check list.[*] While teaching a course entitled "Orientation" to high school freshmen, he found these informal check lists to be helpful

---

[*] Homer P. Schilling and Gunnar L. Wahlquist, *Problem Check List*, mimeographed material, El Monte Union High School.

in guiding development of the course and also valuable in working with individual students. The most recent edition of the Problem Check List, revised by Homer Schilling, counselor at El Monte Union High School, was based on previous problem check lists and an original study of student's problems obtained from group interviews.[35] It appears in Figure 8, pages 26 and 27.

Two published problem check lists, which are not measures of attitude, but which may give valuable clues about attitude, are the following:

Mooney Problem Check Lists.[36] The lists come in four forms: junior high, high school, college, and adult. Areas covered are health and physical development; finances, living conditions and employment; social and recreational activities; social-psychological relations; personal-psychological relations; courtship, marriage, and sex; home and family; morals and religion; adjustment to school work; the future: vocational and educational; and curriculum and teaching procedures.

SRA Youth Inventory.[37] This device can be used for grades 9 through 12. Areas covered are my school, after high school, about myself, getting along with others, my home and family, boy meets girl, health, and things in general.

A brand new device which is untried but probably worth experimenting with is the

Behavior Preference Record.[38] Five areas of behavior are covered:

Cooperation: The individual is adaptive, conformative, and helpful in his dealings with others.

Friendliness: The individual has an attitude of "right-doing" towards others, is sympathetic and tactful.

Integrity: The individual is truthful, has a sense of justice, and practices fair play.

[35] Homer P. Schilling, "Problems of Unselected Students in a California High School," unpublished master's thesis, University of Southern California, Los Angeles, 1948.

[36] R. L. Mooney and L. V. Gordon, *Mooney Problem Check Lists.* The Psychological Corporation, New York, 1950.

[37] H. H. Remmers and Benjamin Shimberg, *SRA Youth Inventory,* Science Research Associates, Chicago, 1949.

[38] Hugh B. Wood, *Behavior Preference Record.* California Test Bureau, Los Angeles, 1953.

Leadership: The individual has initiative, inventiveness, understands people, and is constructively critical.

Responsibility: The individual is dependable, efficient, prompt, self-reliant, controls his own behavior, and has patience and perseverance.

Another device that is helpful in learning more about students as they *really* feel toward things is a "time-use study." A class or a group of typical high school boys and girls are asked to keep records of how they use their time for a week. A compilation of the results will give added insight into the values of adolescents and can be used as a basis for worthwhile discussion in group guidance.

The following are suggested areas to check. (Use others as you see the need.)

1. Hours of sleep per week
2. Hours in school
3. Hours in home study
4. Hours of physical work
5. Hours of recreation of various sorts (List kinds.)
6. Time of retiring and getting up
7. Time allowed for meals
8. Nerve-taxing practices and responsibilities

Another type of information that is helpful in understanding students is their aspiration level. The vocational choice, viewed in terms of the ability of the individual and the opportunities in the community, often gives clues to behavior in other areas. While too much weight cannot be given to self-evaluation because of the normal tendency to overrate one's attributes, it is important to know how an individual pictures himself in the scheme of things. Questionnaires, rating devices, autobiographies, diaries, and analyses of occupations give insight into the attitudes of boys and girls.

PHYSICAL HEALTH

Another area on which the counselor must have information is the physical health of students. Where there is a school nurse and adequate health records the problem of obtaining this information is simplified. When a school doctor is available, additional information may be ob-

tained in relation to the symptoms observed. Where these services are not available, the cooperation of medical doctors in the community must be depended upon to get the needed information.

Conditions of physical health play an important part in the general reaction of students in school. While some indications of fatigue are to be expected from the rapidly growing adolescent boy, continuing and extreme fatigue should be investigated thoroughly. An unusual amount of absence from school due to colds should suggest an examination of the student's tonsils. A student showing a tendency to be over-weight should be referred to the family medical doctor for an examination. Squinting, turning of the head while looking at the black-board, or complaints of headaches while reading should call for a check of the student's vision. Failure to answer when spoken to or repeated misunderstanding of questions should suggest a possible hearing loss. Less apparent symptoms should also be checked. In fact, in every serious case of maladjustment a physical examination should precede or accompany any other diagnosis.

The value of adequate records is just as important in health as in any other area. A sample of a good record that can be used in both elementary school and high school is seen in Figure 20.

HOME AND COMMUNITY CONDITIONS

Of increasing concern to the counselor are the home conditions of his counselees. Behind almost every case of maladjustment seen in students there is a counterpart in the home. Broken homes, lack of supervision, social and economic demands of the period, and many other conditions in the environment are having an influence on our boys and girls. Lack of effort in school work, unexplained resentment of the teacher or subject, and very aggressive behavior are usually symptoms of problems for which the individual does not have an adequate answer. To treat symptoms is only to add to the individual's bewilderment; to understand causes, counselors must certainly know conditions in the home.

The earliest means of learning something about a student's home conditions is a close examination of the personal data blank which indicates the size of the family, their interests, reaction to school subjects, educational aspirations, and other significant data. Sometimes a

ELEMENTARY SCHOOL PHYSICAL EXAMINATION

Date	
Age	
Grade	
School	
Nutrition	
Ht.	
Wt.	
Posture—Spine	
Legs	
Feet	
Skin	
Eyes—Left	
Right	
Vision—Left	
Right	
Ears—Left	
Right	
Hearing—Left	
Right	
Nose	
Throat—Adenoids	
Tonsils	
Teeth	
Glands	
Cervical	
Endocrine	
Thyroid	
Other	
Heart	
Lungs	
Nervous	
Other	

DISEASE HISTORY	DATES	DISEASE HISTORY	DATES	DISEASE HISTORY	DATES
Allergy		Heart Trouble		Rheumatic Fever	
Appendicitis		Hernia		Scarlet Fever	
Asthma		Influenza		Small Pox	
Bronchitis		Measles		St. Vitus	
Chicken Pox		Measles (German)		Tonsilitis	
Diphtheria		Mumps		Typhoid	
Earache		Pleurisy		Whooping Cough	
Epilepsy or Convulsions		Pneumonia		Other	
Headaches		Poliomyelitis			
Operations					
Accidents					
Special Handicaps					
Remarks					

Last Name	First Name	Middle	School

Figure 20. Health records used by elementary school and high school

HIGH SCHOOL PHYSICAL EXAMINATIONS

SYMBOLS— A Needs Attention Grade degrees 1, 2, 3, or 4 △ Received Attention F Further Exam Needed Over N Negative

DIRECTIONS FOR P.E. DEPT.

DEPARTMENT OF HEALTH

	First Name		Middle		Sex
Last Name		City			
Address		Place of Birth		Relationship	
Birth Date					
Parent or Guardian		Name if Remarried			
State if Separated	Occupation	Age	Health	If dead, give cause	
Family History					
Father					
Mother					
Brothers or Sisters					

Tuberculous in Family, Who, When

Home Conditions	Date	Recommendations to Phys. Ed. Department
Immunizations		Regular Activities
Diphtheria		Special Activities
Small Pox		Restricted Activities
Whooping Cough		Prohibited Activities
Tetanus		
Other		
Mantoux Test		
Chest X-Ray		

In case of Accident, call one of the following Health Advisers

Attendance Record or Remarks

Form 869   61M   5-56

Figure 20. Continued

single item will give a clue to the basis of the problem. A sample of such a personal data blank appears on pages 22 and 23.

Every counselor should have a thorough understanding of the social structure of the community in which he lives. Significant information has been gained by intensive study of communities in different parts of the United States. Special commendation is due the Committee on Human Development of The University of Chicago for excellent work in revealing the basic facts about our status system. The following quotation from one important book in this group states succinctly the counselor's need to understand social status:[39]

> Social class enters into almost every aspect of our lives, into marriage, family, business, government, work, and play. It is an important determinant of personality development and is a factor in the kind of skills, abilities, and intelligence an individual uses to solve his problems. Knowledge of what it is and how it works is necessary in working with school records and the files of personnel offices of business and industry . . . The house they live in, the neighborhood they choose to live in, and the friends they invite to their home, consciously, or more often unconsciously, demonstrate that class values help to determine what things we select and what people we choose as our associates.

Further light on this subject, which is especially valuable when counseling students in the educational or vocational areas, is presented in Hollingshead's *Elmtown's Youth*.[40] This two-year study of a community presents valuable information on status classification of both part- and full-time jobs, and its effect on educational and vocational aspiration. Too often counselors have not been aware of the pressure of status characteristics in the selection of a vocational goal.

To give teachers and counselors greater understanding of these status characteristics, it would be profitable to make a study of a group of students using the *Sims Score Card*,[41] or to make a study of the community using the "Index of Status Characteristics" as sug-

---

[39] W. Lloyd Warner, Marchia Meeker and Kenneth Eells, *Social Class in America*, Science Research Associates, Chicago, 1949, pp. v, vi.

[40] A. B. Hollingshead, *Elmtown's Youth*, John Wiley & Sons, Inc., New York, 1949.

[41] V. M. Sims, *Sims Score Card for Socio-Economic Status*, Bloomington Public School Publishing Company, 1927.

gested in *Social Class in America*.[42] This study should then be followed by a guided tour of the community.

The interview. Nothing has been said in this chapter about the interview as a device for gaining information about the student. Since the interview is the first and most important device for getting information, an entire chapter on Counseling is found later in the book.

SUMMARY

Chapter 2 opened with a statement of the need for obtaining information about students. It was pointed out that increased teacher sensitivity to students' needs would reduce the indifference to school of the potential drop-out, and that all students would benefit by greater interest in individual needs. Routine mass teaching is not good enough for the heterogeneous nature of our student population. The chapter discussed ways of obtaining information on personal statistics, ability, achievement, and scholarship and using it for the benefit of the individual. A number of useful devices for recording personal statistics were described: enrollment cards, permanent record folders, guidance questionnaires, activities records, registration work sheets, problem check lists, health problem slips, progress reports, referral slips, adjustment reports, and individual counseling reports. It was pointed out that tests of ability should be chosen according to the use to be made of the information: single-score tests for group analysis, two-part scores for differentiation of verbal and numerical ability, and multiple-score tests if specific information is needed on a number of factors. The choice of individual achievement tests or batteries of tests covering certain areas was discussed. Scholarship was shown to be an important factor in prediction, especially in terms of further formal education.

Chapter 3 continued this search for information about individuals. Interests, personality, attitudes, physical health, and home conditions were covered. Methods of determining interests, and definitions of different interest areas were presented, followed by problems faced in this area of measurement. Differing viewpoints on personality were offered, along with some suggested cautions to use in attempting to assess this very important but difficult aspect of the individual. A dis-

cussion of the importance of attitudes, physical health, and home conditions, and some means of estimating them, concluded this chapter.

SELECTED BIBLIOGRAPHY

Allport, Gordon W.: *Personality: A Psychological Interpretation,* Henry Holt and Company, Inc., New York, 1937.

American Council on Education: *Helping Teachers to Understand Children,* Washington, 1945.

Anderson, Harold H., and Gladys L. Anderson: *An Introduction to Projective Techniques,* Prentice-Hall, Inc., Englewood Cliffs, N. J., 1951.

Baer, Max F., and Edward C. Roeber: *Occupational Information, Its Nature and Use,* Science Research Associates, Chicago, 1951.

Bühler, Charlotte, and others: *Childhood Problems and the Teacher,* Henry Holt and Company, Inc., New York, 1952.

Cronbach, Lee J.: *Essentials of Psychological Testing,* Harper & Brothers, New York, 1949.

Dillon, Harold J.: *Early School Leavers,* National Child Labor Committee, New York, 1949.

Froehlich, Clifford P., and John G. Darley: *Studying Students,* Science Research Associates, Chicago, 1952.

Hahn, Milton E., and Malcolm S. MacLean: *General Clinical Counseling,* McGraw-Hill Book Company, Inc., New York, 1950.

Hollingshead, A. B.: *Elmtown's Youth,* John Wiley & Sons, Inc., New York, 1949.

Humphreys, J. Anthony, and Arthur E. Traxler: *Guidance Services,* Science Research Associates, Chicago, 1954.

Jennings, Helen H.: *Sociometry in Group Relations,* American Council on Education, Washington, 1948.

Kitch, Donald E., and William H. McCreary: *Improving Guidance Programs in Secondary Schools,* California State Department of Education, Sacramento, Calif., 1950.

Knapp, Robert H.: *Practical Guidance Methods,* McGraw-Hill Book Company, Inc., New York, 1953.

Lefever, D. Welty, and others: *Principles and Techniques of Guidance,* The Ronald Press Company, New York, 1950.

Little, Wilson, and A. L. Chapman: *Developmental Guidance in Secondary School,* McGraw-Hill Book Company, Inc., New York, 1953.

Lindgren, Henry C.: *Mental Health in Education.* Henry Holt and Company, Inc., New York, 1954.

Los Angeles County Schools: *Guidance Handbook for Secondary Schools*, California Test Bureau, Los Angeles, 1948.

Murphy, Gardner: *Personality: A Biosocial Approach to Origins and Structure*, Harper & Brothers, New York, 1947.

National Elementary Principals: *Guidance for Today's Children*, Thirty-third Yearbook, vol. 34, No. 1, National Education Association, Washington, 1954.

Strong, Edward K.: *Vocational Interests of Men and Women*, Stanford University Press, Stanford, Calif., 1943.

Super, Donald E.: *Appraising Vocational Fitness*, Harper & Brothers, New York, 1949.

Thorpe, Louis P.: *Psychological Foundations of Personality*, McGraw-Hill Book Company, Inc., New York, 1938.

Traxler, Arthur E.: *Techniques of Guidance*, Harper & Brothers, New York, 1945.

Warner, W. Lloyd, and others: *Social Class in America*, Science Research Associates, Chicago, 1949.

Warters, Jane: *High School Personnel Work Today*, McGraw-Hill Book Company, Inc., New York, 1946.

Information about Opportunities: Educational and Personal

Sociological changes in our society are making demands upon the school quite different from those of a few years past. The need for more educational guidance is apparent. Where once a single curriculum which prepared for college was offered, today we find many other areas that attract and command our attention. While vocational goals often determine the nature of our educational choices, guidance is needed to assure a well-balanced, cultured person who will be able to live as well as make a living. Where once the farmer's boy learned all about the jobs on the farm by observing and doing them, many of today's youth have never seen their father at work, nor have they had an opportunity to see the work done in tall office buildings or beyond the wall that surrounds the factory. Certainly, giving information about vocational opportunities is a major guidance responsibility.

Today's demands also require guidance in personal affairs, such as the social, recreational, and ethical areas. One factor alone could make guidance in these areas important. That is social mobility. According to the last census, one family in five moved during the year that the census was taken. "Stranger in a crowd" is no empty phrase. Many of our students are lost because they have not been in one spot long enough to make the connections so necessary for a feeling of security

EDUCATIONAL GUIDANCE

One reason for the need for educational guidance arises from the fact that the majority of children of school age are now in school. No longer are the select few prepared for college. By contrast "all the children of all the people," with extreme contrasts of ability, achievement, culture, economic and social conditions, present themselves to the school to be educated. Equality of education is one of the themes of the day, but equality does not mean identical education. Each individual needs to be known in terms of his abilities, achievement, adjustment, and aspirations before a counselor or teacher can attempt to guide him.

Another reason for the need for educational guidance is found in the increasingly wider choice, both in school and out, of offerings that educate in many areas. There is an increasing recognition "men do not live by bread alone," and that people must learn to live and play together. This too is an educational responsibility.

Educational guidance is also needed to help choose wisely for the vocational needs of tomorrow. Rapid development of new devices, automation, and the coming atomic age certainly will present new problems of living and making a living. Guidance for adaptive living is the order of the day.

Considerable educational guidance can be given through group processes, but there is also the need for assisting the individual student. The next few pages explore both of these possibilities.

Educational Guidance through Group Activities

Orientation programs. The educational guidance program should begin with an orientation program for each transitional point. This may be as the sixth grader goes into the junior high school or as the eighth grader goes into the senior high school, or even as the high school graduate prepares for college. Because of the wide acceptance of the theory of orientation, many programs are in operation and some of these programs have been described in professional magazines. Most of these programs contain these general features, with individual variations: visits to the new school, visits by counselors to the school, printed material, and conferences with parents and students.

Junior High School Orientation. Since the junior high school performs an exploratory function, most sixth graders will have practically the same set of classes in the seventh grade; therefore it is not necessary to spend a great deal of time discussing the educational offerings. Pupils are mainly concerned with problems about moving from one classroom to another each period, or what to do with all the books and materials since they cannot be kept in one's desk, or what happens when you miss the school bus. Visits by the junior high school counselors to the elementary school will help to dispel the fears and furnish factual information to the students. If these counselors could be accompanied by a boy or girl who had attended that school the previous year, greater assurance is given. Pupils generally place greater faith in the answers of student representatives than in those of adults.

Visits to the new school are another good orientation device. Usually it is necessary to take all the sixth graders of a particular school at one time, but groups should be kept as small as possible. Possibly a short general session in the auditorium, in which the students are prepared for what they are to see, can be followed by student-led groups of ten to twelve. If it is not too disruptive of regular activities, actual classroom activities should be observed. If it is not possible for students to visit the new school, it is possible to show them some of the life and color by means of colored slides. Cameras with flash equipment are available in every community or school, and owners are usually happy to make the equipment available for such a service. Projectors for 2- by 2-inch slides are also generally available or can be transported from school to school very easily. Pictures showing classes in operation, views of shop and home economics equipment, and co-curricular activities, as well as pictures of teachers and administrators, give the pupils a feeling of security.

Printed material should always be available during this orientation period. This material should describe the courses to be offered, indicate the relationship to previous work, and point out how they lead to the work to be undertaken at the next educational level. Pupils are always interested in details about books, lockers, assemblies, shower facilities, costs, and rules and regulations. While much of this can be given orally by the counselors, the main points had best be in print.

Additional assurance can be given students by sending each one a post card the week before school opens in the fall. This card may indi-

FRESHMAN REGISTRATION WORK SHEET

To register for high school means to select the subjects you want to take your first year in high school. The ninth grade subjects are printed below. After reading about the things offered in high school and discussing your choices with your teachers and parents, please sign your name and secure the signature of others listed below.

REQUIREMENTS

HIGH SCHOOL GRADUATION		JUNIOR COLLEGE	FOUR YEAR COLLEGE

HIGH SCHOOL GRADUATION

Required:

Social Studies	10
English major	30
Life Science	10
Mathematics	10
U. S. History	10
Civics	5
Senior Problems	5
Physical Education	40
Electives	80
Total number of units	200

JUNIOR COLLEGE

1. High School Graduation (2 year terminal course)
2. College Entrance Requirements (4 year college program)

FOUR YEAR COLLEGE

3 years of English minimum (4 recommended)

2 years of a Foreign Language

2 years of Mathematics (Algebra and Geometry)

1 year of junior or senior laboratory science

1 year of U. S. History

The state University (f) requirement is as follows: Advanced (3rd or 4th year) Mathematics, or Foreign Language, or Chemistry, or Physics, or Physiology—1 unit, or two years of a second language. To secure recommendation for admission to university or college you must have a "b" average.

NINTH GRADE REGISTRATION CARD

Bus_____ Time_____

Elem. School Dist._____

Bus Stop_____

School Year_____

NAME_____
Last   First   Middle

AGE_____ Birthdate_____ Birthplace_____

Father's Name_____

Mother's Name_____

Guardian's Name_____

Home Address of Parent or Guardian

	No.	Street	
	City		Telephone

			Per.	Room
	First Semester			
Required Subjects	1. English			
	2. Social Studies			
	3. Physical Education Boys' Girls'			
Elective Subjects	4.			
	5.			
	6. Alternate Choice			

How will you get to school? School bus_____ Own Transportation_____ Walk_____

Nearest cross streets_____

I prefer a _____ period day. Students selecting a 6 period program must remain in 6 periods the entire semester.

My future plans are to attend:

High School_____ Business College_____ Junior College_____ Four Year College_____

This is the program I desire for next year. I understand that no adjustment will be made in the program unless done by request of teachers, Guidance Department or parents in conference with counselor. I agree with the above and it meets with my approval:

_____
Student's Signature

_____
Parent's Signature

This work sheet must be returned to the Teacher Counselor within three (3) days after registration. Registration is not complete until this form has been returned.

_____
Counselor

Figure 21.

PROGRAM OF STUDIES - 1955-56

You may not take courses listed above your grade level, but you may take courses below your grade level; i.e., a freshman may not take a subject listed under the Eleventh Year, but a senior may take a subject listed in the Ninth, Tenth, or Eleventh Year, if he does not already have credit for it.

DEPARTMENT	LOWER DIVISION		UPPER DIVISION	
	NINTH YEAR	TENTH YEAR	ELEVENTH YEAR	TWELFTH YEAR
ART—Fine & Applied	Art—Introduction	Art 1—Exploratory Intermediate Art	*Advanced Art 1	*Advanced Art 2
BUSINESS EDUCATION	Everyday Business Typing 1 B-X	Bookkeeping 1	Salesmanship Machine Calculation 1 Typing 2 Bookkeeping 2 Shorthand 1 Business Correspondence Clerical Practice Student Help	*Shorthand 2 *Machine Calculation 2 Machine Bookkeeping *Student Help
ENGLISH Dramatic, Speech, Business Correspondence Public Speaking or Journalism may be substituted for English 3, providing grades in English I were "C" or better.	English 1	English 2 Journalism	English 3 Public Speaking Journalism 1 Stagecraft (No English Credit) Beginning Drama	*English Literature *Advanced Composition Journalism 2 *Journalism 4 *Advanced Drama Senior English
FOREIGN LANGUAGE Two units are required for college entrance.	Spanish 1 Latin 1 Conversational Spanish	*Spanish 2 *Latin 2	Spanish 3 Latin 3	Spanish 4 Latin 4
HOMEMAKING	Home Living F & C	*Food 1 *Clothing 1	Meal Planning & Prep. Clothing 2 Needlecraft Home Making Child Care	Home Planning
INDUSTRIAL ARTS	General Shop Print Shop 1 Animal Agriculture Floriculture 1	Machine Shop 1 Mechanical Drawing 1 Print Shop 1 Radio Shop 1 Shop Crafts 1 Wood Shop 1 Animal Agriculture 2	Auto Shop 1 Machine Shop 2 Mechanical Drawing 2 Shop Crafts 2 Field Crops	Mechanical Drawing 3&4
LIBRARY			‡Library Science	

MATHEMATICS 20 units of Algebra and Geometry are required for college entrance. 10 units of Mathematics required for graduation.	¹Algebra Basic Math Intermediate Math Secondary Math	⁴Geometry (Upon completion of Algebra)	Advanced Algebra	Trigonometry—1st sem. Solid Geometry—2nd sem.
MUSIC	Girls' Chorus Men's Glee Junior Band Beginning Instrument	⁵Senior Band ⁶Concert Orchestra Girls Glee Club ⁷Voice 1 Mixed Chorus	¹A Cappella Choir Voice 2 ⁶Concert Orchestra ⁶Concert Choir	Voice 3
BOYS' PHYSICAL EDUCATION	Co-ed Swimming Modified Tennis Regular P. E. Athletics	Modified Athletics Co-ed Swimming	Co-ed Modified Athletics Swimming	Modified Athletics Swimming
GIRLS' PHYSICAL EDUCATION	¹Rest ¹Light Activity ¹Regular Physical Education Swimming	¹Rest ¹Light Activity Regular Physical Education Swimming	¹Rest ¹Light Activity Advanced Modern Dance Beginning Modern Dance Recreational Sports Major Sports Tennis Co-ed Swimming	¹Rest ¹Light Activity Advanced Modern Dance Co-ed Beginning Modern Dance Recreational Sports Major Sports Tennis Swimming
SCIENCE 10 units of Life Science is required of all students. 10 units of an upper division science is required for college entrance.	General Science	Life Science	Chemistry ¹Production Crew ¹Lab Assistant Physics Physiology	Physics Chemistry Physiology ¹Lab Assistant
SOCIAL STUDIES Social Studies, U. S. History, Civics and Senior Problems are required.	Social Studies	World History	U. S. History World Affairs	Senior Problems Civics

¹These courses must be approved by the subject teachers on the Registration Work Sheet.
²Home Planning when taken during senior year may be substituted for Senior Problems.
³As an elective—not to take the place of English.
⁴These courses may count as upper division credit, depending upon grade the student is in while taking class. Lower division credit if taken in the Ninth or Tenth grade, and upper division credit if taken in the Eleventh and Twelfth grade.
⁵Must have no D grade in English 1 or 2.
⁶Must have permission from Typing 1 or 2 teacher.
⁷Must be approved by any teacher or office requesting help. Only ten credits can be allowed toward graduation.

Upper Division Credit—In order to graduate from El Monte U nion High School District, students must complete 60 credits of upper division credit. Physical Education is not counted a s part of the 60 credits.

Figure 22.

PROGRAM OF STUDIES - 1955-56

You may not take courses listed above your grade level, but you may take courses below your grade level; i.e., a freshman may not take a subject listed under the Eleventh Year, but he may take a subject listed in the Ninth, Tenth, or Eleventh Year, if he does not already have credit for it.

DEPARTMENT	LOWER DIVISION		UPPER DIVISION	
	NINTH YEAR	TENTH YEAR	ELEVENTH YEAR	TWELFTH YEAR
ART—Fine & Applied	Art—Introduction	Art 1—Exploratory Intermediate Art	†Advanced Art 1	†Advanced Art 2
BUSINESS EDUCATION	Everyday Business Typing 1 B-X	Bookkeeping 1	Salesmanship Machine Calculation 1 *Typing 2 Bookkeeping 2 Shorthand 1 Business Correspondence Clerical Practice Student Help	Shorthand 2 Machine Calculation 2 Machine Bookkeeping *Student Help
ENGLISH Dramatics, Speech, Business Correspondence, Public Speaking or Journalism may substitute for English 4 only if grade in English 3 were "C" or better	English 1	English 2 Journalism	English 3 Public Speaking 2 Journalism Stagecraft (No English Credit) Beginning Drama	*English Literature *Advanced Composition *Journalism 2 *Basic English 4 †Advanced Drama Senior English
FOREIGN LANGUAGE Latin is required for college entrance.	Spanish 1 Latin 1 Conversational Spanish	Spanish 2 Latin 2	Spanish 3 Latin 3	Spanish 4 Latin 4
HOMEMAKING	Home Living F & O	*Foods 1 *Clothing 1	Meal Planning & Prep. Clothing 2 Needlecraft Home Making Child Care	Home Planning
INDUSTRIAL ARTS	General Shop Print Shop 1 Animal Agriculture Horticulture 1	Machine Shop 1 Mechanical Drawing 1 Print Shop 1 Radio Shop 1 Shop Crafts 1 Wood Shop 1 Animal Agriculture 2	Auto Shop 1 Machine Shop 2 Mechanical Drawing 2 Shop Crafts 2 Field Crops	Mechanical Drawing 3&4
LIBRARY			†Library Science	

MATHEMATICS 20 units (Algebra and Geometry) are required for graduation. 15 units of Mathematics required for college entrance.	Algebra Basic Math Intermediate Math Secondary Math	[1]Geometry (Upon completion of Algebra)	Advanced Algebra	Trigonometry—1st sem. Solid Geometry—2nd sem.
MUSIC	Girls' Chorus Men's Glee Junior Band Beginning Instrument	[1]Senior Band Concert Orchestra Girls' Glee Club [1]Voice 1 Mixed Chorus	[1]A Cappella Choir [1]Voice 2 Commercial Orchestra Concert Choir	Voice 3
BOYS' PHYSICAL EDUCATION	Co-ed Swimming Modified Tennis Regular P. E. Athletics	Modified Athletics Co-ed Swimming	Co-ed Modified Athletics Swimming	Modified Athletics Swimming
GIRLS' PHYSICAL EDUCATION	[2]Test [3]Light Activity Regular Physical Education Swimming	[2]Test [3]Light Activity Regular Physical Education Swimming	[2]Test [3]Light Activity [4]Advanced Modern Dance Beginning Modern Dance Recreational Sports Major Sports Tennis Co-ed Swimming	[2]Test [3]Light Activity [4]Advanced Modern Dance Co-ed Beginning Modern Dance Recreational Sports Tennis Swimming
SCIENCE 10 units of Life Science is required of all students. 10 units of an upper division science is required for college entrance.	General Science	Life Science	Chemistry [5]Projection Crew Lab Assistant Physics Physiology	Physics Chemistry Physiology [5]Lab Assistant
SOCIAL STUDIES Social Studies, U. S. History, Civics and Senior Problems are required.	Social Studies	World History	U. S. History World Affairs	Senior Problems Civics

[1]These courses must be approved by the subject teachers on the Registration Work Sheet.
[2]Home Planning when taken in the Senior year may be substituted for Senior Problems.
[3]An elective—not to take the place of English 2.
[4]These courses may count as upper or lower division credit, depending upon grade the student is in while taking class. Lower division credit if taken in the Ninth or Tenth grade, and upper division credit if taken in the Eleventh and Twelfth grade.
[5]Must have no D grade in Typing 1.
[6]Must receive permission from Typing 1 teacher.
[7]Programmed by M.D.'s note.
[8]Must be approved by any teacher or office requesting help. Only ten credits can be allowed toward graduation.

Upper Division Credit—In order to graduate from El Monte Union High School District, students must complete 60 credits of upper division credit. Physical Education is not counted a part of the 60 credits.

Figure 22.

cate the time and place where the school bus will pick him up if transportation is provided, the time that school starts, the room in which he is to have his first class, and possibly the name of the teachers to whom he is to report.

Senior High School Orientation. All of the features described in the section for the junior high school can also be applied to the senior high school. However, there are some differences at this transition period which need special attention. As students enter the ninth grade most of their time will be occupied by required courses, but at least two or three periods of electives will be available for their choice. Since many of the parents still think of the high school as "preparation for college" a very large per cent of the students (or their parents) will want to take "the things necessary to go to college." Algebra and foreign languages also have a prestige value which cannot be overlooked. If at this time it is possible to have the results of recent tests of scholastic aptitude and achievement available, particularly in profile form, as shown in Figures 17–19, the counselor can do a much better job of counseling individual students. Printed materials should also present in greater detail the elective courses available, the requirements for graduation from high school, and the courses necessary for admission to junior or senior college. Since interschool activities are an important part of the senior high program, both students and parents are very much interested in opportunities for participation, costs, and protection. Samples of a Freshman Registration Work Sheet and a Program of Studies are shown in Figures 21 and 22.

William Rosengarten describes an extensive program carried on in a small New York high school.[1] The Occupational Interest Inventory[2] was administered to all eighth-grade students during the Social Studies period. Each student scored his own inventory and drew his "interest profile." A general interpretation of the inventory result was made. The second part of the program was the presentation of a bulletin of information regarding curricula and courses. These were to be discussed with the parents and the teachers during the week. During the following week the ninth-grade teachers of mathematics, science,

[1] William Rosengarten, "Orientation for Eighth Graders," *The Personnel and Guidance Journal*, 32:336–338, 1954.

[2] Edwin A. Lee and Louis P. Thorpe, *Occupational Interest Inventory*, Intermediate Form, California Testing Bureau, Los Angeles, 1946.

English, social studies, Latin, French, Spanish, industrial arts, home economics, art, and commercial subjects spent a period with each eighth-grade class answering many questions about their courses. During the third week a unit on occupations was conducted by the social studies teachers, and each student was allowed to go to the guidance office for a private interview and the selection of his courses for the next year. The next step was to have the eighth-grade teachers and the principal go over the programs selected for suggestions and comments. Form letters were then sent home giving the program that had been agreed upon by principal, teacher, and guidance director. Parents were invited to talk to the guidance director regarding the program. Pupils, parents, and teachers agreed that the program was worth the effort. A comparison was made between 92 pupils who were resident students and received the orientation and an almost equal number of nonresident pupils who did not receive the counseling. It was found that there were only 21 subject failures among those who had received the counseling against 65 subject failures in the other group. In a small school such an elaborate program is possible.

Junior College or Technical School Orientation. Because of increasing recognition that the high school provides general education for the most part, and that additional specialized education is often necessary, there is a growing interest in the possibility of attending a junior college or technical school for a two-year terminal course or for work that will enable a student to transfer to the university. Because the junior college and the technical school are not widely known in many parts of the United States, a great deal of explaining may be necessary.

One way of publicizing the junior college is to have a day set aside each spring on which a special assembly is held for all senior students. At this time representatives of the various junior colleges discuss the opportunities and answer the many questions students present. Although the questions vary slightly from year to year, there are some that are always asked. The following list is typical:

QUESTIONS FOR JUNIOR COLLEGE DAY

1. What about the draft? What is the use of starting college? Would one year do any good? What is the chance of deferment?
2. What are the requirements for attending a junior college?

3. How do you enroll in a junior college? When?

4. What does it cost to attend a junior college?

5. How many subjects are you required to carry? What are the major studies?

6. Are there facilities for room and board?

7. What about transportation?

8. Can we transfer to a college or university without prejudice? Are the courses related to those at the university?

9. How do you make up deficiencies in junior college?

10. What special courses do the different junior colleges have?

College Nights: In schools where a considerable number of students are planning to attend a college or university a good orientation device is the "College Night." Because of the greater interest of parents in this type of a program it is usually better to have this program at night rather than during the school day. Some very elaborate programs for College Night have been arranged. These have included music by the school's concert orchestra and speeches by the superintendent or board members. College representatives, however, usually frown upon that type of procedure. A program that has been commented on favorably is as follows:

COLLEGE NIGHT PROGRAM

7:30— 7:45	General Session—Introduction of guests and a brief statement of the purpose of the evening. Programs listing the rooms to be used, by colleges, are given out.
7:45— 8:30	First counseling session.
8:30— 8:45	Passing period.
8:45— 9:30	Second counseling period.
9:30—10:00	Coffee time for representatives and parents.
10:00—10:15	Evaluation period for college and high school staff members. At this time notations are made regarding interested students, and followup is planned.

Educational guidance through printed material. Although it would be best to answer every question orally, it is virtually impossible to do so. Questions unanswered and answers forgotten can be handled readily when orientation material is put in printed form. Printed orientation

material is found in three different forms: specially printed registration material, student handbooks, and school and local newspapers.

Registration Material. Registration material ranges in size and content from a very few pages to booklets with approximately a hundred pages in them, and from simple statements about the courses offered to an elaborate coverage of all phases of school life. The table of contents of a registration manual which provides the essential material would contain the following:

<div align="center">

REGISTRATION MANUAL
TABLE OF CONTENTS

</div>

Student Handbooks. Student handbooks are another form of presenting printed information to the student. Some handbooks are made available to the student before he enters the new school, but the general practice is to distribute handbooks the first week of school so that knowledge and usage may go hand-in-hand. Although the contents of handbooks vary, generally they follow a pattern such as that given in the Table of Contents on page 90.

School Papers. School papers may be an excellent source of educational guidance. Papers which are written and produced by students are avidly read. Student editors are always glad to send reporters to write up a story about the new piece of equipment in the shop de-

TABLE OF CONTENTS

partment or the fruit cakes that were baked in the Foods II class and sold to faculty members and others at Christmas time. Students are always interested in new personalities as they appear on the school staff. This article could tell of the training of the teacher, his credentials and degrees, thus giving valuable guidance in kinds of further education. Students are also interested in reading about the further educational training of former students. These articles too can be written in such a way as to have educational significance for those still in school. All of these materials and more, written for the adult population, are always welcome in the local newspaper.

Library activities as educational guidance. Especially at the senior high school level, a most effective piece of educational guidance can be given in a program of library activities.

For all incoming freshman, an orientation program on the value and use of the library is most important. One such program included some printed material on the rules and regulations of the library which were discussed by the teacher-counselor with the students. All freshmen visited the library and attended a showing of "Know your Library," a Coronet film in color. This was followed by a discussion of the film, an explanation of the floor plan of the library, and a few preliminary remarks in regard to how material may be found. Later, small groups and some classes received specific training on such things as the card catalog and different types of record material.

A second type of educational guidance given by the library was found in the beautiful displays in the entrance way to the library. These displays were units of work in the Library Science courses. Individual students volunteered with particular ideas in mind, and then committees were formed to carry out a particular idea. Seasonal displays, different themes such as conservation, particular days during the school year such as Constitution day, and special interests such as horses or skin diving were used as a basis for the displays.

A third device was the listing of all new books that are received by the library each school year. These lists were made available to all teachers, who mentioned them to their students, thus bringing many students into touch with new areas they had not been interested in before.

Another device that has developed educational implications was the use of a display case in the center aisle of the library. All of the displays were contributed by students and former students. To maintain interest in the display, none was kept over a period of two weeks. A rock collection by the Geology Club, a display of finished jewelry, a collection of rare books, an exhibit of dolls from European countries, and a display of miniature art scenes were some of the displays that attracted wide interest and attention on the part of the students.

Another library project that produces dividends in the guidance field is the cooperation between classroom teachers and the librarian in the use of special shelves in the library. If a teacher is working on a unit on the short story, a group of the books involved may be found

on this special shelf. If it is a particular topic in history that is under investigation, the outstanding material in that field is placed on this shelf; or if the class is working on a unit on vocations, the class may come to the library where they will be given special instructions as to the kinds of materials and where they may be found.

Class use of the library in this fashion may be profitable if careful scheduling and planning is made before the class comes to the library. A section of the library is made available on this basis.

Assembly programs as educational guidance. Assembly programs can be used for educational guidance as well as for entertainment. A program by the Modern Dance class or a demonstration by the members of the Chemistry class is always an acceptable assembly. Debates by members of the speech department, a playlet on good manners by girls from the home economics classes, the finals of a good posture contest and even a poetry assembly (with full lighting effects) produced by members of the English department, have had real educational significance. Assembly programs produced by a large motor company or a manufacturer of electrical materials, and an exhibit of tools down the ages by a tool manufacturer can all be utilized for educational guidance.

Educational guidance through the special class or unit. Educational guidance is very important as the student enters a new school. This is recognized by the establishment of a variety of means to direct the new student. Orientation courses, core courses, home-room discussions, and units in many other courses on the purpose and meaning of education are extensively used. These courses have been developed primarily to enable the student to appreciate and make better use of his educational opportunities. Textbooks to be used in these classes are appearing in ever increasing numbers. A sample of the outline of such a course is the following:

Unit 1. How to meet school life
    2. Learning to study in high school
    3. Social adjustment—home, family, friends, and self
    4. Vocational adjustment—an overview of the world of work
    5. Citizenship in home, school and community
    6. The world you live in—geographical and political
    7. A major need of our day—driver education

Try-out or exploratory courses. Although most junior high schools are considered exploratory, specific try-out or exploratory courses are usually found at the senior high school level. Probably the most familiar area for try-out experiences is in the industrial arts department. The usual program in this area calls for a quarter-term's experience in four shops, depending upon what is available in the school, but generally including experiences in wood shop, metal shop, electrical shop and mechanical drawing. Frequently exploratory experiences are given in the art and home economics departments. A rather unique program in the business area has the following outline:

BUSINESS EXPLORATORY PROGRAM

Objective: To provide the student with a certain basic knowledge and training and acquaint him with fields of business activity in which he might make a living, and at the same time give an opportunity to the teacher to observe his aptitudes, abilities, and interests, and to help counsel him accordingly.

Unit 1. Business penmanship
       Applied penmanship systems
Unit 2. Salesmanship
       Learning about the varied and interesting work of salespeople.
Unit 3. Filing
       Learning of filing rules and doing short filing problems.
Unit 4. Record-keeping
       Keeping of personal records
       Business and bookkeeping terms
       Working out a record-keeping set
Unit 5. Shorthand
       Introduction to shorthand
       Writing of a few simple words and phrases
       Reading of plates

Educational guidance in cocurricular activities. Because of their close relationship with the curriculum of the high school the cocurricular clubs can make a real contribution to educational guidance. Each club activity offers an extended experience in a particular area, but often excursions and other activities of the club create opportunities for guidance outside the subject matter area.

on this special shelf. If it is a particular topic in history that is under investigation, the outstanding material in that field is placed on this shelf; or if the class is working on a unit on vocations, the class may come to the library where they will be given special instructions as to the kinds of materials and where they may be found.

Class use of the library in this fashion may be profitable if careful scheduling and planning is made before the class comes to the library. A section of the library is made available on this basis.

Assembly programs as educational guidance. Assembly programs can be used for educational guidance as well as for entertainment. A program by the Modern Dance class or a demonstration by the members of the Chemistry class is always an acceptable assembly. Debates by members of the speech department, a playlet on good manners by girls from the home economics classes, the finals of a good posture contest and even a poetry assembly (with full lighting effects) produced by members of the English department, have had real educational significance. Assembly programs produced by a large motor company or a manufacturer of electrical materials, and an exhibit of tools down the ages by a tool manufacturer can all be utilized for educational guidance.

Educational guidance through the special class or unit. Educational guidance is very important as the student enters a new school. This is recognized by the establishment of a variety of means to direct the new student. Orientation courses, core courses, home-room discussions, and units in many other courses on the purpose and meaning of education are extensively used. These courses have been developed primarily to enable the student to appreciate and make better use of his educational opportunities. Textbooks to be used in these classes are appearing in ever increasing numbers. A sample of the outline of such a course is the following:

Unit 1. How to meet school life
     2. Learning to study in high school
     3. Social adjustment—home, family, friends, and self
     4. Vocational adjustment—an overview of the world of work
     5. Citizenship in home, school and community
     6. The world you live in—geographical and political
     7. A major need of our day—driver education

Try-out or exploratory courses. Although most junior high schools are considered exploratory, specific try-out or exploratory courses are usually found at the senior high school level. Probably the most familiar area for try-out experiences is in the industrial arts department. The usual program in this area calls for a quarter-term's experience in four shops, depending upon what is available in the school, but generally including experiences in wood shop, metal shop, electrical shop and mechanical drawing. Frequently exploratory experiences are given in the art and home economics departments. A rather unique program in the business area has the following outline:

BUSINESS EXPLORATORY PROGRAM

Objective: To provide the student with a certain basic knowledge and training and acquaint him with fields of business activity in which he might make a living, and at the same time give an opportunity to the teacher to observe his aptitudes, abilities, and interests, and to help counsel him accordingly.

Unit 1. Business penmanship
     Applied penmanship systems
Unit 2. Salesmanship
     Learning about the varied and interesting work of salespeople.
Unit 3. Filing
     Learning of filing rules and doing short filing problems.
Unit 4. Record-keeping
     Keeping of personal records
     Business and bookkeeping terms
     Working out a record-keeping set
Unit 5. Shorthand
     Introduction to shorthand
     Writing of a few simple words and phrases
     Reading of plates

Educational guidance in cocurricular activities. Because of their close relationship with the curriculum of the high school the cocurricular clubs can make a real contribution to educational guidance. Each club activity offers an extended experience in a particular area, but often excursions and other activities of the club create opportunities for guidance outside the subject matter area.

Educational Guidance to Individuals

Educational guidance must be given to some individuals who cannot profit from the instruction given to the group, or who have some problem of such a serious nature that they can be helped only through personal counseling. The main areas of educational guidance in which individual assistance must be given are appraising educational goals, diagnosing and giving remedial help for an academic deficiency, discovering the basis for poor motivation or lack of interest, and helping the above-average student who is not achieving up to his capacity.

Too often when students are asked why they are taking a certain subject they reply, "To go to college." Many are uncertain of their specific goal in going to college. Thus we see that educational goals are closely tied with vocational goals. Since about 50 per cent of the students entering high school are planning to take a college-preparatory course, this creates a very real problem. Usually students having a problem in this area become known when they are reported failing in one or more of the college-preparatory courses, usually in algebra or in a foreign language and sometimes in the college-preparatory English class. The first step is to check their ability in the verbal and numerical areas. If ability is above average in both of these areas, then it must be ascertained whether there is a deficiency in achievement in arithmetic, reading, or language usage. If achievement is commensurate with ability, then the basis must be sought in the personal life of the individual, which calls for other than educational guidance. On the other hand, if lack of ability or achievement is found, then it is necessary to search for the major aptitudes and interests on which a sound educational program can be made. This often involves counseling with the parent as well as the student.

Other students who are working within their ability level are sometimes found to be working under a handicap because of deficiency in achievement. If the difficulty is in the area of reading, an analysis should be made to determine whether word recognition or word understanding is the problem. Are there faulty habits which prevent successful accomplishment? Is the student making an honest effort or has failure to achieve prompted him to discontinue his efforts? Many excellent reading tests are available to both teacher and counselor to help determine these factors. Similar diagnoses must be made in the

numerical and language areas followed by specific remedial procedures and much encouragement.

Poor motivation is often related to a poor educational goal or no educational goal. Often these students see little or no relation between what is being done in the classroom and what they perceive as their educational goal. Counselors often comment that most of the students referred for aggressive behavior have no clearly defined goals, educational or vocational. If interest cannot be developed in a particular subject, an adjustment should be sought in another area. This is often difficult to do when the offerings are limited or the curriculum rigid. For the student of below-average ability in the academic areas motivation can only be found in areas where there is the possibility of a successful experience. It is widely recognized that compulsory education and the lack of opportunities for the non-academic student are not compatible, but little is done about it.

The superior student who is not achieving up to his capacity is a loss both to himself and to society. There are many pressures which prevent these able students from achieving up to their capacity: fear of inability to attend college because of financial problems, social pressures which make them feel different, counter-motivations which are more pleasing at the time, and many others. Considerable individual counseling is necessary in these cases to help the students lengthen their perspective and to give specific assistance in terms of scholarship information, if that is the problem. Again, it is often necessary to work with the parents to gain their sympathetic understanding and backing for greater effort.

PERSONAL GUIDANCE

Although the guidance movement started as vocational guidance and later shifted to include educational guidance, it is now recognized that there is an increasing need for personal guidance. Four areas under personal guidance will be discussed in this section: health, social, recreational and ethical.

Health Guidance

The need for health guidance is apparent in the first grade and continues on through all school days. With the amount of health educa-

tion given during the past few years and the many campaigns aimed at prevention in this area, it would seem that less work would be needed. Too often there seems to be an air of indifference on the part of parents: "We thought he would outgrow it." In many such cases financial reasons keep parents from doing things that need to be done. A parent who was called to school to get her sick child said "I have five other children, and one now has a temperature of 103 degrees, but I just can't afford to call a doctor."

Health guidance on the part of the teacher or the counselor should begin with the ability to distinguish between the child with good health who has abundant energy, clear eyes and good color, and the child who does not possess good health as may be seen in the listless motion, flushed face, watery eyes, or hard cough. Referral to the school nurse or directly to the parent should be made as soon as possible. Continued abnormal conditions should result in a conference with the parent or the family doctor if available.

Symptoms of physical handicaps should be checked carefully. The teacher in the classroom probably will be the first to notice the child that rubs his eyes a great deal, or quickly tires of looking at his book. Too often other reasons are ascribed to failure to do school work successfully when impaired vision has actually been the prime cause. A second handicap which requires close observation is a loss of hearing. Persistent failure to respond or errors in response should always be looked upon as a symptom of hearing loss rather than a desire to be willfully disobedient. Low achievement apparently without cause, especially when it has been determined that capacity is sufficient to do the work, is another symptom that should cause the teacher to suspect a hearing loss, and make a referral to the health services immediately.

Abnormal speech of any nature is a handicap that should be the concern of every teacher and counselor. Teachers in the earlier grades have a special responsibility to guide the younger children who come to school with poor speech habits, such as baby talk and lisping, into better speech habits. As the children get older it may be necessary to refer them to a special speech instructor or to a speech clinic. Since speech will be the main form of communication during most of life, guidance in this area is of prime importance. Stuttering is generally considered to be due to psychological causes. Often it is difficult to determine the cause for stuttering. Pressure for accomplishment,

either externally or internally, unfavorable comparisons, traumatic experiences, or an unhappy home situation are but a few of the causes for stuttering. Children who stutter are generally anxious and fearful. It is important therefore that the child participate in the classroom in the normal manner without pressure or correction from the teacher. Sometimes it is necessary to enlist the assistance of the class to establish a situation in which the individual can function without fear. Parents must also be included in the program of helping in the therapy as well as determining the cause.

Often the nervous symptoms seen in children have a psychological rather than a physical basis, but it is important for both the teacher and counselor to be sure there is no physical basis before suspecting the other. Fidgeting, of some degree, is normally expected of some high-energy children, but abnormal activity should be investigated for a physical basis. Tenseness or biting of fingernails are other symptoms which need to be investigated.

In most schools today there is a nurse available at least on a part-time basis. In such cases the teacher or the counselor will refer probable health cases directly to the school nurse, who will in turn refer the child to the school doctor or the parent. This relieves the teacher or the counselor of a great deal of worry or responsibility. In many cases it is good to know about the special places for referral available to school personnel, such as an orthopedic clinic, an otological clinic, a children's hospital, or school for physically handicapped children. Although this information is sometimes in the hands of specialized personnel, it probably would be more widely used if it were known to all of the staff.

Social Guidance

Schools have always provided some degree of social guidance, but new conditions seem to demand more of the school in this area than ever before. The higher percentage of students who remain in school may include those who formerly left for more congenial circumstances. Strained home conditions due to pyramiding divorces and the increasing mobility of family groups are some of the factors that increase the need for social guidance. Too, there is increased knowledge of and sensitivity to the place of the natural leader in the learning

process. Sociometric devices have helped to indicate the child in need of social guidance.

In the primary grades the teacher is in a good position to give social guidance as part of the daily work. Considerable verbalization is needed on such common things as fair play, giving others a chance, playing the game according to the rules, taking turns, and many other things that involve relationships with other. Classroom activities involving sharing or cooperative activities will give practice in socialization and will often indicate those who need special attention. Giving a job to or placing a responsibility on the child who needs social recognition often brings gratifying returns. It is the child from the home where there is constant quarreling, or one already broken by divorce, that needs a feeling of security at school which he cannot obtain at home. Because he cannot understand why things are so or has a desire to "strike back" at things he feels are wrong, acceptance by the group is denied, and loss of social prestige only adds to his bewilderment and insecurity. Intelligent individual guidance must be given by the teacher in such situations.

Moving from one unit of the school system to another is always a strain on social relations. Moving from one community to another is also difficult, especially after adolescence has been reached. (One in five families in the United States moved in 1950 according to the census figures.) If the change is from a small to a large school or from a one-teacher situation to a departmentalized school, the difficulty is aggravated. Those who do not make friends readily are very fearful about the new situation. Sometimes new friends are chosen without knowing too much about them, with unfortunate results. Others sometimes attempt to gain prestige with their peers by unsocial acts. Many are just simply lost.

As the students move through the junior high school and into high school a great deal of social guidance can be done effectively in school and community organizations. Some students will be drawn into the service clubs. At the junior high school level a position on the safety patrol may be honored and coveted, while at the senior high school level it may be the Letterman's Club or the Key Club that will be attractive. An increasing number of high schools are recognizing the terrific desires to belong by organizing as many clubs as are desired by girls who want to join an organization. Where such a

situation exists, it is easier for the counselor to find a place for the new or "lost" girl.

Community agencies may be utilized for social guidance. Most church organizations look upon their youth groups as a means for both instruction and fellowship. If the particular faith or inclination of the individual is known, an invitation to attend might be arranged. Some lodge groups have junior organizations which provide helpful guidance to their members. Other organizations, such as the Red Cross, provide useful activities for its junior organizations. Often the opportunities for social guidance are wider than realized or utilized.

Recreational Guidance

It is unnecessary to point out that commercialization of recreation has produced a generation who think only of what can be done for them, instead of what they can do for themselves. This is especially a problem with the teen-ager who "loves to be going places and doing things," often with little money to do it. Here, again, school clubs and activities play an important part. Wise assistance by teacher or counselor may help the student find the answers to his needs in one of these activities. Each counselor needs to keep a list of other recreational opportunities available in the community, such as school playgrounds, city park programs and facilities, and organizations which provide special facilities for youth such as the YMCA and the CYO.

Ethical Guidance

The recent demands made upon the schools for teaching moral and spiritual values is a frank recognition of the need for ethical guidance on the part of today's youth. The major part of our difficulty in this area comes from the fact that we are shifting from absolute to relative standards, particularly in the area of behavior. Too often it is assumed that because "the whole gang does it" it is right. This thesis is well developed in a magazine article by Kate Mueller in which she points out that we are becoming "less and less 'inner-directed' and more and more 'other-directed.'"[3] This creates a problem and offers an opportunity. Through the Student Council, meetings of the organized

[3] Kate Muller, "Problems in the Discipline Program," *The Personal and Guidance Journal*, 34:413–416, 1956.

clubs on the campus, and through the many youth organizations in the community, it is possible for youth to have an opportunity to be heard on what to do and how to do it. Actions of large or small groups of students can be freely discussed and debated. Decision can be made or penalties meted out, not by adults, but by peers. Wise guidance in these activities by adults who are respected and admired can help youth to develop those ethical ideals which so many believe are so badly needed today.

CHAPTER 5

Information about Opportunities: Vocational

THE NEED FOR VOCATIONAL GUIDANCE

"I would like to take an aptitude test." How often the counselor hears this statement when a student walks into the guidance office! The interest in and the need for vocational guidance is evident to any one who comes in close contact with students. Repeated checking of major problems of high school students indicates that they feel that making a vocational choice and obtaining vocation information is their number one problem.

"Everyone who has counseled students knows that many of them have chosen occupations which cannot be justified in terms of their abilities and other characteristics."[1] This quotation from three writers in the field of vocational guidance describes the experience of counselors in high schools. To save parents and youth from the frustration, disappointments, and unhappiness that result from attempting to prepare for or enter careers for which they have no real talent is part of the the service the school should offer.

Another indication of the need for vocational guidance is the "anvil blows" of criticism that: The schools don't prepare them for

---

[1] W. H. Cowley, R. Hoppock, and E. G. Williamson, "Occupational Orientation of College Students," *Student Personnel Work*, Studies Series 6, vol. 3, no. 2, American Council on Education, Washington, 1939, p. 103.

anything.[2] If the public school is to retain the good will of its patrons, it must be able to show that it is doing an efficient job of preparing students for successful participation in the economic life of the country. It is by no means easy to show that students are being prepared for vocational efficiency. Too many parents do not realize the inadequacy of their own education obtained in the "little red schoolhouse." Nor do they comprehend the changing complexion of the high school student body which today includes nearly every boy and girl in the community. Add to this the changing nature of our industrial life which calls for new and little understood patterns of education, and it can be seen why there is confusion and misunderstanding about the schools.

Too many students are not aware of the wide variety and number of occupations that are available to them. Darley and Williamson made a study of the vocational choices of nine thousand seniors and found that, "a concentration of choices in a few traditional categories continues to exist, in spite of the fact that such concentration is not in agreement with known facts about the corresponding distribution of abilities, interests, and opportunities."[3]

The importance of self-understanding in vocational choices is pointed out by Super,[4] Eckert and Marshall,[5] Spaulding,[6] and Sparling.[7] The assumption that intellectual development would result in an understanding of the world about them and an appreciation of their own qualities has not been substantiated. Studies of self-analysis beginning with that of Hollingworth in 1915,[8] and the results of a dozen pieces of research since then all indicate that for optimum vocational adjustment there must be specific assistance to individuals.

[2] Editorial page, *Los Angeles Times*, January to August, 1950.

[3] E. G. Williamson and J. G. Darley, "Trends in the Occupational Choices of High School Seniors," *Journal of Applied Psychology*, 19:369, 1935.

[4] Donald E. Super, *Appraising Vocational Fitness*, Harper & Brothers, New York, 1949.

[5] R. Eckert and T. O. Marshall, *When Youth Leave School*, McGraw-Hill Book Company, Inc., New York, 1938.

[6] F. T. Spaulding, *High School and Life*, McGraw-Hill Book Company, Inc., New York, 1938.

[7] E. Sparling, *Do College Students Choose Vocations Wisely?* Teachers College Contribution to Education, no. 561, Bureau of Publications, Columbia University, New York, 1933.

[8] H. L. Hollingworth, "An Experimental Study of Self-Analysis," *School and Society*, 2:171–179, 1915.

A final indication of the need for more and better vocational guidance may be seen in the lack of correspondence between students' expressed vocational choices and the opportunities actually available in the community. Bedford, in a study of 1,200 secondary school students, found a considerable difference between the jobs actually available in the community and the choices of the students.[9] The greatest discrepancy was in the professional area which over 42 per cent of the students were planning to enter, but where less than 7 per cent of the community workers were actually employed at that time.

One of the writers, in a study of 1,145 juniors and seniors in high school, found similar results. While only 11 per cent of all males in the community worked as "professional, technical and kindred workers," over 33 per cent of the boys had chosen occupations in that area. Likewise, the percentage of boys interested in being "managers, officials and proprietors," was larger than the percentage of workers actually found in that occupational group. Similar results were also found for the girls.[10]

It can be seen from the foregoing statements that there is a real need for vocational guidance both for the successful adjustment of the individual to our occupational life and for the smooth functioning of our economy.

The Meaning of Vocational Guidance

The content as well as the meaning of vocational guidance has greatly changed since Frank Parsons first used the term in 1908. A committee of the National Vocational Guidance Association in 1924 prepared and had adopted the following definition:

> Vocational guidance is the giving of information, experience, and advice in regard to choosing an occupation, preparing for it, entering it, and progressing in it.[11]

[9] J. H. Bedford, *Vocational Interests of Secondary School Students*, Society for Occupational Research, Ltd., Los Angeles, 1938.

[10] Gunnar L. Wahlquist, "An Investigation of Self-understanding in Vocational Choice and the Educational Implications," unpublished doctoral dissertation, the University of Southern California, Los Angeles, 1952, p. 238.

[11] George E. Myers, *Principles and Techniques of Vocational Guidance*, McGraw-Hill Book Company, Inc., New York, 1941, p. 4.

It should be noted that this early conception placed the emphasis on *giving* "information, experience and advice." In 1937 another committee of the National Vocational Guidance Association revised the definition in the following fashion:

> Vocational guidance is the process of assisting the individual to choose an occupation, prepare for it, enter upon and progress in it. It is concerned primarily with helping individuals make decisions and choices involved in planning a future and building a career.[12]

Here we can see a shift in point of view from that of "giving advice" to assisting the individual to choose. Some teachers and too many parents fail to understand this very vital difference. Too often parents come into the guidance office and say, "I want you to tell him what to do!"

In 1949, Super, in his excellent volume *Appraising Vocational Fitness*, pointed out that there were two fundamental purposes for vocational counseling: " . . . to help people make good vocational adjustments and to facilitate the smooth functioning of the social economy through the effective use of manpower."[13] He then pointed out that each individual has certain abilities, interests and personality traits which if known and understood could produce a happier, more effective worker and useful citizen. It is important, therefore, that each individual should get a better understanding of his aptitudes to develop various skills, learn to adapt himself to differing situations, and learn to develop an interest in numerous types of activities. Super later stated, "Vocational guidance is, therefore, a dual process of helping the individual to understand and accept himself, and of helping him to understand and adjust to society; it is both psychological and socio-economic."

In another article Super takes an additional step in defining the concept of vocational guidance.[14] He points out that the earlier definitions seemed to place an emphasis upon success or achievement. Actually, more attention should be given in vocational counseling to the attitudes, values, and needs of workers, and the satisfactions de-

---

[12] *Ibid.*, p. 3.
[13] Super, *op. cit*, p. 2.
[14] Donald E. Super, "Vocational Adjustment as Personal Development," *California Guidance Newsletter*, 5:10–12, 1951.

veloped in the work. In other words the emphasis should be on *adjustment* rather than achievement. The implication of this emphasis is that the individual must have an opportunity "to express his interests, use his abilities, achieve his values, and meet his emotional needs." It follows then that there must be development and implementation of a self-concept. It will be necessary to assist the individual to come to the point where he can definitely say, "I am this or that kind of a person." This leads Super to say:

> If this is indeed the process of vocational choice and adjustment, then the nature of vocational adjustment is clearly very similar to the nature of personal adjustment, for the former is a specific aspect of the latter. In furthering vocational adjustment one is furthering personal adjustment, for he is attempting to help the individual to develop and implement an adequate, satisfying and realistic concept of himself. In order to do an effective job of vocational guidance one must have a good understanding of the personal adjustment which he is trying to further. And in order to help with many commonly encountered problems of personal adjustment one must have a good understanding of the tools, techniques, and resources of vocational guidance.

This leads to a redefinition of vocational guidance and occupational adjustment:

> Vocational guidance is the process of helping a person to develop and accept an integrated and adequate picture of himself and his role in the world of work, to test this concept against reality, and to convert it into a reality, with satisfaction to himself and benefit to society."

Hahn and MacLean, in their volume *General Clinical Counseling*, present very definitely a point of view that is evident to those who work with students in normal everyday contacts:[16]

> Although the literature concerned with counseling refers constantly to types of problems as if the rubrics *emotional, vocational, educational,* and *social* indicated discrete or clearly defined and markedly different problem areas, the truth is, of course, that these are merely labels of convenience. All are woven in a seamless web. Counseling is concerned with the total dynamic adaption.

" *Ibid.*, p. 12.
" Milton E. Hahn and Malcolm S. MacLean, *General Clinical Counseling*, McGraw-Hill Book Company, Inc., New York, 1950, p. 4.

It follows from the above statement that the authors would not give a definition for vocational guidance. However, they present a definite plan for helping students to solve their educational-vocational problems, which includes as complete an understanding as possible of the following:[17]

1. Of himself in terms of his achievements, abilities, aptitudes, interests, motives, attitudes, and drives.

2. Of his personal dynamic structure in relation to the various occupational groups within which he may operate with greatest hope of success.

3. Of the training necessary to develop essential knowledge, skills, and behavior patterns and of the institutions and curriculums in which they may be best obtained.

4. Of the world of work and workers to which he must adapt himself, not only in his field, but also in those that relate to, and interact with, his own.

Another attempt has been made by Ginzberg, Axelrad, and Herman to develop a theory of vocational guidance.[18] They see occupational choice as a series of stages. During childhood occupational choice is a matter of "fantasy." Children see adults engaged in a variety of interesting activities. No question of aptitude or training concerns them during this period. During adolescence "tentative" choices are made. These choices are becoming more realistic. Interests are now tempered by experiences which cause a realization of the importance of capacity and opportunity. In most cases "realistic choices" are not made until early adulthood. Through exploratory experiences there is a crystallization of goals and a narrowing of the specific area of occupational choice.

Several recent magazine articles point out the complexity of occupational choice. This choice can never be a purely rational choice because of the influence of factors that are related neither to the capacity of the individual nor to the specifics of the occupation. These influences are the systems of values motivating the individual, the attitudes toward work acquired from parents and other key figures, stereotyped conceptions of occupations, the individual's own self-concept, and the American tradition of individual enterprise and

[17] *Ibid.*, p. 70.

[18] Eli Ginzberg and others, *Occupational Choice: An Approach to a General Theory*, Columbia University Press, New York, 1951.

self-improvement. All of these factors must be taken into consideration when planning a program of vocational guidance.

In summary, it may be said that it is rather difficult to make a comprehensive definition of vocational guidance, but it is possible to point out salient facts regarding it. *First*, there seems to be general agreement that vocational choice is a process rather than a single event. *Second*, vocational choice or adjustment to a vocation begins with knowledge of self: abilities, aptitudes, achievements, interests, and motives. *Third*, there must be a development of the self-concept: "This is the person that I am!" Inevitably there follows the question: "Where do I fit into the vocational pictures?" This leads to the *fourth* essential, a dynamic understanding of the world of work and the workers that compose our economic society. *Fifth*, information must be given regarding the training necessary to obtain the knowledge, skills, and behavior patterns through which a vocational objective may be achieved.

Methods in Vocational Guidance

If it is agreed that vocational guidance is a *process*, then it must surely start in the *elementary school*. In almost every school the workers that serve the homes of the pupils are studied; the postman, milkman, policeman, and others are studied in the primary grades. Through the grades the studies widen to the extent of including other countries. What workers do and the conditions under which they work should be an important phase of instruction. Genevieve Fancher points out that even third graders can have a lively discussion on the question of "what I want to be when I grow up."[19] At this age girls want to be nurses, teachers or hairdressers, while the boys are interested in joining the armed services or the police force. It is pointed out that books such as *Amos and the Moon*[20] arouse interest in workers and stir children to tell "what my daddy does," as does McCullough's book, *Good Work! What Will You Be When You Grow Up?*[21]

[19] Genevieve E. Fancher, "Guidance thru Books," *Thirty-third Yearbook of the Department of Elementary School Principals*, National Educational Association, Washington, 1954, pp. 205–208.

[20] Jan B. Balet, *Amos and the Moon*, Oxford University Press, New York, 1948.

[21] John G. McCullough, *Good Work! What Will You Be When You Grow Up?* William R. Scott, New York, 1948.

The *junior high school* period is traditionally exploratory. During this period each student should have the opportunity to sample the sciences, music, art, and the crafts. The vocational implications of the material and the processes should be a definite part of each course. In addition, some junior high school administrators feel that there should be specific help given to pupils through group methods. Fouts proposes vocational guidance conferences, visits to local places of business and industries.[22] If a large number of students drop out at the end of the junior high school period, as much vocational guidance and vocational training as possible should be given. Special techniques should be developed to determine those who are potential early leavers. For the majority of junior high school students, the sampling of many areas in exploratory courses is most desirable.

At the *senior high school* level educational guidance and vocational guidance become almost synonymous because, for the majority of the students, this will be the end of their formal education. Although most of the girls will be married in a short time, many of them plan to work before they are married and an increasing number after they are married. The boys must either plan for additional formal education or be prepared to enter the labor market. Students indicate their interest in obtaining vocational information and making a vocational choice on problem check sheets. Parents often ask what the high school program is leading to for their children. At this stage we find a real need, and in most cases a receptive audience.

Information about self. To the uninitiated it would not seem necessary to give information to individuals about themselves, but every counselor soon learns that many students do not possess a realistic knowledge of themselves. Generally speaking, most individuals look through "rose-colored glasses," seeing themselves as more proficient than they really are. This fact has been demonstrated in a whole series of studies of self-evaluation beginning with Hollingworth's study in 1915.[23] He asked 50 of his associates to rate themselves and others on such traits as neatness, intelligence, snobbery, etc. He found that

[22] Clark M. Fouts, "The Role of the Junior High School Principal in the Guidance Program," *Bulletin of the National Association of Secondary-school Principals*, National Education Association, Washington, February, 1954.

[23] H. L. Hollingworth, "An Experimental Study of Self-Analysis," *School and Society*, 2:171–179, 1915.

32 per cent of the group underrated themselves while 68 per cent of the group overrated themselves. Particularly on the more desirable traits there was a definite trend toward overestimation. A more recent study made by Timothy arrived at the same conclusions reached in other studies.[24] Timothy made a study of some college and junior college students to determine their abilities to evaluate their own characteristics. Students were asked to evaluate themselves on a questionnaire and then have others, who were supposed to know them well, evaluate them on a similar questionnaire. Certain objective measures were administered, and this information, in addition to what could be obtained from the college records, was used in a comparative study with the self-ratings obtained. He found that the self-judgments deviated markedly from measurements derived from the objective measures used. Self-judgments tended to be favorable, i.e., overestimates. Judgments by associates showed greater divergence from criteria measurements than did self-judgments.

In a study of 425 senior high school boys, one of the writers found that 37 per cent of the group had a good idea of their reading ability but 42 per cent overrated their reading ability while 22 per cent underrated their ability. This tendency to overrate themselves was consistently characteristic in all other areas studied except scholastic aptitude, in which most of the group underrated themselves.[25]

What do students need to know about themselves? They need to know about their aptitudes, achievements, interests, personal adjustment, physical characteristics, and their over-all ability to gain certain goals. Since all of these areas are thoroughly discussed in Chapter 2, Information about the Individual, they will be reviewed only sketchily here.

Aptitudes. Students need to have specific information about their potential. They need to know how they rate on verbal meaning, numerical ability, space relations, form perception, accuracy, finger and manual dexterity, and musical and artistic ability. No omnibus score, such as an IQ, will be of value in this analysis.

[24] Ralph Timothy, "Relationships of Self-ratings and External Judgments to Relatively Objective Measurements," unpublished doctoral dissertation, the University of Southern California, Los Angeles, June, 1948.

[25] Wahlquist, *op. cit.* p. 116.

Achievements. Students will need assistance in assessing their achievements. The grades they have received they know, but sometimes not the significance of them. They should know how they compare with students in other schools (standardized tests).

Interests. Students need assistance in understanding why they say they are interested in certain vocations, why they demonstrate interest in some areas, and they need the help of a structured questionnaire (inventory) to organize their thinking in regard to job details.

Personal Adjustment. Students need assistance in understanding their feelings about themselves and their feelings toward others, both individuals and society as a whole. Inadequate or exaggerated feelings about one's self can produce a sound vocational choice. Success on the job depends on the ability to get along with others as well as the skill to do the job.

Physical Characteristics. It is surprising how many students do not realize the importance of posture, personal appearance, or physical defects, or how handicaps affect their vocational choice.

Ability to Attain Their Goal. Students need to know that the attainment of a vocational goal is the result of a complex of conditions: the factors listed above plus perseverance, cooperation, and often financial assistance. Have they added up all the facts?

Suggestions for developing this phase of the vocational unit can be found in a number of good monographs and books, some of which are *Your Personality and Your Job* by Paul W. Chapman, *School Courses and Related Careers* by Otto R. Bacher, *Success in the World of Work* by Floyd Cromwell and Morgan Parmenter, *Discovering Myself* by Bernice Neugarten, *Helping Students Select Work* by Joseph T. Hanson, *People Are Different* by Blanche Paulson, and *Teen Days* by Francis B. Strain.

GROUP METHODS OF PRESENTING VOCATIONAL INFORMATION

While it is obvious that vocational guidance is an individual matter and that most students need the assistance of the counselor or teacher, it is also evident that much vocational information can be given to groups with a great saving of time. The following group methods are most commonly used: units or courses of study, home-room periods,

direct contact with vocations through field trips, resource visitors, interviews, and work experience; occupational information through audio-visual aids such as films, filmstrips, radio, transcriptions, television, and bulletin boards; occupational information through reading books, monographs, bulletins, newsletters, and the *Dictionary of Occupational Titles;* occupational information through cocurricular programs such as assemblies, vocational clubs, and hobby shows.

Units or Courses of Study

By far the most used means of presenting occupational information to groups is the unit on vocational information presented as part of the course of study. Very commonly this unit is a part of a freshman or senior class in social studies. Sometimes this unit is included in a course called Orientation, or may be part of the work in a sophomore English class that is required of all tenth-grade students. Several years ago it was rather common to hear of a semester course given over to the study of occupations, but current thinking seems to be that a full semester is too long to spend on occupational information. A recent study in Los Angeles County by Harold Reed[20] showed that only one school in forty-five that reported had a class in occupational information that lasted for a full semester. Other schools reported having the unit in occupational information in some regularly scheduled class, generally a social studies class.

There are literally dozens of ways to teach an occupational information unit. The average course includes an overview of the world of work, some aids in self-analysis, the study of job requirements, and some material on changes or trends. An outline of such a unit used at El Monte Union High School for several years may be found in the Appendix on page 340.

The main feature of such a unit is usually the extended study of one or more jobs. Many outlines for the study of an occupation have been prepared and published. They range from the simple enumeration of essential information to extended outlines with many subheadings. A simple listing of essentials is the following composite:

[20] Harold J. Reed, "Disseminating Occupational Information," *The Personnel and Guidance Journal,* 33:389–392, 1955.

STUDYING AN OCCUPATION

1. Nature of the work
2. Advantages and disadvantages
3. Training or qualifications required
4. Remuneration
5. Hours of work
6. Degree of unionization
7. Age limits
8. Time required to learn the job
9. Source and adequacy of supply of labor
10. Trend of the industry

Other outlines contain many more questions, while some have suggestive questions under each heading, such as is found in an outline by Greenleaf:[21] which may be found in the Appendix on page 341.

The methods used in the presentation of a unit on occupational information are as varied as the outlines used in studying occupational information. As in most other areas of instruction in the high school, the textbook, if one is used, determines the method used in the unit. However, a textbook which contains a great deal of specific material about occupations has a very short use period. Occupational information gets out of date so quickly! Some of the books that have been used in an occupational unit are:

Planning Your Future by George E. Myers, Gladys M. Little, and Sarah A. Robinson, McGraw-Hill Book Company, Inc., New York, 1953.

Selecting an Occupation by Charles A. Prosser and Calvin S. Sifferd, McKnight and McKnight Publishing Company, Bloomington, Ill., 1953.

Occupations and Careers by Walter J. Greenleaf, McGraw-Hill Book Company, Inc., New York, 1955.

In addition to the textbooks there are a number of monographs available which have excellent suggestions on preparing a unit on vocational information, such as:

[21] Walter J. Greenleaf, *Occupations and Careers*, McGraw-Hill Book Company, Inc., New York, 1955, pp. 155-156.

Helping Students Select Work by Joseph T. Hanson, Los Angeles County Schools, Los Angeles, California, 1950.

The Pattern of My Tomorrow by Blanche Paulson, Bureau of Child Study, Board of Education, Chicago.

Job Hunter's Guide by A. W. Jamison, Jr., A. V. Publishers, Box 442, Whittier, California.

Aside from textbooks, practically every method that can be imagined has been used to present occupational information. Reading about the job, visual aids, excursions, career day, assembly programs, etc., are but a few of the methods that are employed. Reed, in the survey previously mentioned, found that activities most frequently used in rank order of incidence were:[28]

> *Ninth and tenth grades*
>   Library or reading time
>   Test administration
>   Orientation to world of work
>   Test interpretation
>   Student summary and evaluation
>   Oral reports
>   Classification of jobs
>   Personality factors in vocations
>   Committee and panel work
>   Self-analysis of family, education, etc.
> *Eleventh and twelfth grades*
>   Test administration
>   Test interpretation
>   Personality factors in vocations
>   Job-getting techniques
>   Orientation to world of work
>   Student summary and evaluation
>   Self-analysis of family, education, etc.
>   Employment trends
>   On-job success techniques
>   Educational guidance

The above findings vary only slightly from the findings of Hoppock and Stevens in 1954. The first ten of the teaching meth-

[28] Reed, *op. cit.*, p. 390.

ods employed and their frequencies as reported by 255 schools were:[29]

Self-measurement	133
Visual aids	119
Visits	87
Laboratory study	86
Speakers	71
Discussion	69
Interviews	26
Group conferences	17
Practice-job interviews	16
Audio aids	15

A study of many occupational outlines that have been gathered over the years indicates that the unit at the ninth-grade level is primarily concerned with giving the student an orientation to the world of work and a realization of the need for analyzing individual interests, aptitudes, and attitudes. At the twelfth-grade level self-analysis is still necessary because of the shifting of interest during the high school years, but the emphasis in the unit shifts to specific help in finding and being successful on the job.

Home-room Period

The use of the home-room period as a means of vocational guidance has been ardently advocated by some who look upon vocational guidance as separate and distinct from other kinds of guidance activities, notably by Harry D. Kitson. On the other hand there has been considerable criticism of the home-room plan for guidance. Erickson states a definite point of view in his *Practical Handbook of School Counselors:*[30]

Is the home room an effective form of guidance organization?

No. The home room is built upon assumptions which are basically false in so far as they apply to the guidance program. Some of these assumptions are:

[29] Roppert Hoppock and Nancy D. Stevens, "High School Courses in Occupations," *Personnel and Guidance Journal*, 32:540-542, 1954.

[30] Clifford Erickson, *A Practical Handbook for School Counselors*, The Ronald Press Company, New York, 1949, p. 182.

1. That every (or almost every) staff member can do effective counseling.

2. That the guidance program can be largely based on group work.

3. That little training beyond that required for teacher certification is needed for effective counseling.

4. That all teachers can become sufficiently conversant with the use of tests, records, interviews, occupational and educational information, community resources, etc., to use effectively these areas of information and skill.

Under able leadership and with sympathetic cooperation from both administration and faculty, the home room may be and has been worked successfully. Under other than ideal conditions, the objections to the home room stated by Erickson are valid. However, if the home-room setup is the only one available, an enthusiastic teacher can make the period a valuable one for the students. An example of good planning for a home-room period was given by Inez Loveless in the Advanced Guidance Workshop at Oregon State College in the summer of 1954. This may be seen in the Appendix on page 344.

OCCUPATIONAL INFORMATION THROUGH DIRECT EXPERIENCE

So often we hear people say, "Experience is the best teacher." By this it is generally meant that immediate sensory contact with reality often has more meaning to the individual than does the symbolized experiencing that comes through an oral presentation by a teacher. This may or may not be true depending on how much the individual is concentrating on the material being presented! Some vicarious experiences are more effective than direct sensory contact because of the individual's difficulty in interpreting what he sees. However, it is generally conceded that more students learn from concrete firsthand experiences than from symbolized experiences. Therefore, especially in vocational guidance, it is advantageous to give as many direct experiences as possible with the vocational world.

Field Trips

Actually seeing a person doing his work is the best experience a student can have from the standpoint of vocational guidance. The ma-

terials and the processes used, the conditions under which the work is done, and the relationships with material or people can be seen by each individual. But it is a well-known fact that all individuals do not see or interpret the facts in the same way; therefore careful planning is necessary. First of all, the successful field trip must be related to the curriculum work being done. Unrelated trips *have* learning opportunities, but may not contribute to the unit under study! Before the trip is taken, a preview of the job or industry should be given. Someone who has visited the industry might tell about it, or pictures might be shown. A series of questions might be posed or suggestions given as to what should be observed. Part of the planning is the care of mechanical details, such as obtaining permission from the proper authorities and the parents, anticipating needs such as lunches or change needed for refreshments, proper ordering of transportation facilities, etc. Thought should be given to the actions of the group while on the trip: permissible activity on the bus, manner in which they are to move while at the plant, the amount and kind of questions to be asked, the courtesy to be shown to guides and workers, and certainly a show of appreciation at the conclusion of the trip. An evaluation of the learning developed from the trip should be the concluding activity.

Based on their experience with many groups of students visiting the Arabian Horse Breeding Farm, the California State Polytechnic College developed a plan for a field trip which could be modified to meet other conditions or places. This may be seen in the Appendix on page 347.

Resource Visitors

If it is impossible to take students to see work being performed, it is sometimes possible to bring the worker to the students. This can be done in several different ways. Teachers may ask workers, businessmen, alumni, or faculty members to talk to their classes about their work. This approach is more logically related to the unit of work under consideration, but it also requires a great deal of time for each teacher to secure the speakers. Vocational conferences or "Career Days" have become rather widespread features of the vocational guidance program. If certain conditions are observed, a Career Day can be of real assistance in the vocational guidance program.

Career Day. Since we have already seen that vocational choice is a process rather than an event, the use of a Career Day as the *total* vocational guidance program is sadly inadequate. Great care must be taken in the selection of speakers. Those who are very successful or oversold on their vocation will have a tendency to glorify the vocation and omit mentioning the difficult or disagreeable features. Other speakers sometimes stress the problems related to obtaining the necessary training or the necessity of becoming a union member. Too often speakers from the local community know little of the conditions in a larger area or of the national trends. Speakers have been known to urge students to enter a particular field, without knowing whether they had the aptitudes or interest, merely because questions were asked regarding the vocation.

Again it must be stated that the Career Day must be considered as only a *part* of the total vocational guidance program. Perhaps the greatest value of a Career Day is the public relations angle. This is one way to get members of the community to come to the school. It will make the community aware of the guidance phase of the total program. It helps to make the community more aware of the problems of youth in planning for the future. It is a wonderful opportunity to work with service clubs such as Kiwanis and Rotary, which have vocational guidance committees available to assist in the selection of speakers. An example of a plan for a Career Day may be seen in the Appendix on page 350.

Several excellent monographs have been developed regarding Career Day. A few examples of these are:

Suggestions for Career Day, by Emery Stoops, then Coordinator of Research and Guidance, Los Angeles County Schools, Los Angeles, California, 1947.

Suggestions for Occupational Information Day (Career Day) in Oregon High Schools, Division of Vocational Education, State Department of Education, Salem, Oregon.

A Career Day, Bureau of Occupational Information and Guidance, State Department of Education, Sacramento, California.

Interviews. If it is not possible to take the class on a field trip or bring the worker to the school, it may be possible to have a member of the class interview and observe a worker at his job. This can be

done on an individual basis according to the interests of the students, or all members of a class can participate in an occupational survey of the community.

Individual interviews in the community must be planned very carefully. An assessment should first be made of the interests of the members of the class. Then the community should be analyzed to determine the opportunities available for vocational interviews. The "yellow pages" of the telephone directory or a list of members of the chamber of commerce will be helpful in making this analysis. Students should be given help in the manner in which they approach the prospective interviewee: how to make the contact by letter or phone, how to explain the objective of the interview, and how to plan what to ask and observe during the interview. It would be a good project for a class to determine together what they would like to know about the job; or one of the many outlines that have been prepared, such as the one presented in the Appendix on page 341, may be used. Reports of the interviews should be made to the class. It might be a good project to have the students in the advanced typing class type the reports, have them bound, and present them to the school or community library. Suitable expressions of appreciation should be made to all the citizens who participated.

An occupational survey of the community should not be attempted without the enthusiastic support of the local chamber of commerce or other civic group. A joint committee of businessmen and students should develop a form which will be used by the students in making the survey. Agreement should be reached as to the time and place of the interview. Students should be given definite instructions as to how to conduct the interview and express appreciation when the interview has been concluded. Perhaps it is unnecessary to mention that occupational surveys should not be repeated annually!

Work experience. Actual work experience, were it not so difficult to obtain, would be an ideal part of a vocational guidance program. Isolated reports indicate that some attempts have been made to give actual work experience as part of the vocational guidance program. William McKinney reports that while he was at Fillmore High School, seniors had a day at the job in the community.[21] Since then, work-

---

[21] William D. McKinney, "Another Slant on Career Day," *Personnel and Guidance Journal*, 30:534-535, 1952.

experience programs for individual students have been tried rather extensively, more to assist the student economically, or to keep him in school at least part-time, than for strictly vocational guidance purposes. The merit of the program deserves much wider experimentation by schools.

OCCUPATIONAL INFORMATION THROUGH AUDIO-VISUAL MATERIALS

Audio-visual materials are extremely valuable in presenting vocational information. Motion pictures are more widely used than other means, but filmstrips, bulletin boards, charts, graphs, pictures, recordings, dramatics, and TV are being used more extensively each year. It is trite, but still true, that according to the Chinese proverb, "One picture is worth a thousand words." Every assistance available in this area should be used in occupational information programs.

Motion Pictures

The use of motion pictures in vocational guidance programs will greatly add to the program, if they are available. If motion pictures must be obtained from some distance or on the basis of "please list your first choice of a date, your second choice . . . ," it is very difficult to plan to include them in the program. Since only the larger school systems can afford to purchase films, most schools must depend on the larger unit of the school system for an easy and reliable supply of films, usually the county, state or university department of visual education. Catalogs from these units are readily available upon request. The *U.S. Government Films for Public Recreational Use* is sold by the Superintendent of Documents, Washington 25, D.C. at a cost of $1.75. Association Films makes films available either free or at a low rental fee if the annual registration fee is paid. The annual catalog will be sent upon request.

Motion pictures used to give occupational information should always be previewed before showing them to students in order to ascertain whether the film adequately presents the occupation as well as portrays its environment. Also it is necessary to determine the emotional attitude of the film toward the occupation. Before the film is shown to the class, indicate to them the relationship of this film to the

unit of work being presented and outline significant features to be observed. After the showing of the film there should be a full and free discussion of the students' reactions to it. It is not uncommon to have students disagree with some phase of the picture because "my father (mother, uncle, cousin, etc.) does that work and they don't do . . . ." The discussion must be guided so that critical thinking will result in valid generalizations.

Filmstrips

Filmstrips are becoming popular as a means of visualizing occupational information because they are much cheaper to produce. A 400-foot reel of 16 mm motion picture film sells for around $50, while a filmstrip of 60 frames will cost only $2.50. An additional advantage of the filmstrip is that each frame may be moved at whatever speed desired, and questions and discussion need not be left to the end of the showing as with a film. Because of their cheapness, filmstrips can be bought a few at a time, even by the smaller school, and thus are available whenever needed. A further advantage is that small groups may view selected filmstrips, without subjecting the entire class to the showing of a single film which may not be of interest to all.

Radio

Direct use of radio programs for giving occupational information in the classroom has never been feasible. In 1939–41 the National Broadcasting Company had a coast-to-coast broadcast series entitled "On Your Job." In 1940–41 the Columbia Broadcasting Company aired a series called "Americans at Work." In 1950 N.B.C. offered a series called "You and Your Job." Local broadcasts of programs giving occupational information have been sponsored by Rotary, Altrusa, California State Employment Service, several state colleges, and by the larger city public school systems. Current program lists printed in the daily papers or radio guides produced by city, county or state departments of education should be consulted. An excellent example of such a guide is "Look and Listen," a publication of the Division of Audio-Visual Education of the Los Angeles County Schools. Since radio programs featuring occupational information rarely come at a time when the class is in session, the best of radio material may be-

come available in the classroom by means of transcriptions or tape recordings, which will be discussed in the next section.

Transcriptions

With the advent of the "cheap" high-fidelity tape recorder, the opportunity to use worthwhile programs in the classroom has increased tremendously. Only the imagination and the energy of the teacher limit the possibilities of this now readily available medium of communication. Transcriptions of radio or television programs can be made any time during the day or night to be used in the classroom when pertinent to the subject under discussion. This need not be done by the teacher, for many students or their parents now possess recorders which they will gladly lend to the class for such a purpose.

Transcriptions need not be limited to programs that have been commercially prepared or produced. Radio scripts may be obtained from the National Scholastic Radio Guild of the *Scholastic* Magazine, 351 Fourth Avenue, New York 10, New York. Thus, programs may be produced and transcribed by the students in the class. One high school class prepared a script which, with some editing by the audio-visual division of the county schools, was good enough to be broadcast over a metropolitan radio station. There certainly was no problem in motivating the students in that class! A graduate student in guidance at the University of Southern California presented as his project to the class in Vocational Guidance a recording of an interview with a businessman in the community. The list of questions to be asked and a bit of humor to be brought into the recording were planned in advance as a part of the project. Similar projects could be carried on at the high school level, especially with senior students. Again it must be emphasized that only the lack of imagination limits the usefulness of this tool.

Television

A person cannot help being impressed with the possibilities of television in presenting occupational information. In countless different programs from newscasting to sports events there is the opportunity to see people at work. The fact that occupational information is only incidental to the purpose of the program does not diminish its

educational value. It probably will be some time before programs strictly for occupational information are provided, but some present programs come remarkably close to that now. "Success Story" produced by the Richfield Oil Company once a week over Station KTTV in Los Angeles gives an on-the-spot telecast of one of the industries in the Los Angeles metropolitan area. While the program does stress the growth of the company, it also takes the viewer through the processes of production, with intimate views of the worker, his job, and his environment. Similar programs are available in other parts of the country. The teacher should check local papers and TV guides for programs of this type. Programs on commercial stations during the day are few in number and usually made up of second- or third-run motion pictures, thus making direct viewing in the classroom *rarely a possibility*.

The position of educational television is very much in doubt at the present time. Television stations are very expensive to install and equip, but even more expensive to maintain. Even large school districts are reluctant to budget such an expensive item out of the tax dollar. One large university found that the gift of a TV station became a white elephant, and was forced to shut it down after several months of transmission. The possibilities of closed-circuit television are not yet apparent.

Bulletin Boards

Some teachers have made very effective use of the bulletin board. A former colleague always had bulletin boards on the side and the back of the room covered with interesting and attractive material. Adults and students alike would frequently say, "What an attractive room!" A teacher need not have an artistic flair to have worthwhile bulletin boards. With a constant lookout for materials having occupational implications, and the assistance of a committee, especially one made up of students who take the academic phases of the high school program rather lightly, a "live" bulletin board is a reality.

Bulletin boards can be made really attractive by the use of modern materials. Plastics, Scotchlite, Blacklite, pipe cleaners and other modern materials can be used, as well as the traditional colored paper. Animation can be accomplished by students with a scientific bent with the aid of flashlight cells and a small electromagnet (the science de-

partment might become involved, too); or the local druggist may be willing to part with his animating devices after a period of time!

Material on the bulletin board should be kept up to date. This is one of the real helps in keeping bound material current and correcting other materials which are out of date. Material should not be left on the board a long time. A month is the absolute maximum for materials on any bulletin board, and some boards should be changed every week. Variety is another asset to bulletin displays. Pictures are always good, but they should vary in size, shape, and color. Headlines, catchy slogans, and controversial material always attract attention and create discussion.

There are many sources for bulletin board material. The daily newspaper will have the most recent and up-to-the-minute information about jobs. (What does the Want-ad column tell about the demand for workers in the community?) Magazines of all types present materials that give occupational information: *Fortune* frequently highlights an industry or its leaders with an abundance of colored pictures. *The National Geographic* is a gold mine for pictures on occupations, especially in the articles telling about individual states. The Du Pont magazine, *Better Living*, has excellent pictures of men at work in some of the newer industries. *Changing Times* has run a dozen articles a year on occupations, making them very readable because of the charts, graphs, and illustrations used.

Most of the major industries have educational divisions which have materials prepared for in-service training and for educational institutions. A good example is *The Lockheed Story* prepared by the Lockheed Aircraft Corporation, Burbank, California. An especially appealing part of their folder is the full-color prints of various Lockheed aircraft in flight. *Aids to Educators* is the title of an 86-page booklet available from Educational Relations Section, Department of Public Relations, General Motors, Detroit 2, Michigan, which lists booklets, charts, and films that may be had for the asking. A career kit entitled "Here Is Your Key to More Manpower," featuring a comic book on the Taylor Twins, is available at most General Motors dealers. The Educational Service Division of the General Electric Company, Schenectady, New York, has developed some beautiful pictures depicting developments in the electrical industry. Commercial publishers such as the Bellman Publishing Company, Box 172, Cambridge 38,

Massachusetts, the Chronicle Guidance Press, Moravia, New York, and Science Research Associates, Inc., Chicago, Illinois, will send descriptions of materials that may be purchased for bulletin board displays. *The Labor Market Monthly,* available from the U.S. Department of Labor, Washington 25, D.C., for $3 a year, has graphs and charts depicting the current job situation.

OCCUPATIONAL INFORMATION BY READING

Although it is recognized that direct contact or audio-visual materials are superior means of imparting occupational information, the great mass of material available is in written form: books, magazines, monographs, newspapers, brochures, speeches, and writings of all kinds. The major part of the occupational unit will be dependent on written materials.

Books

Books used in presenting occupational information may be divided into four groups: textbooks, books covering several occupations, fiction, and biography. The textbooks were developed to be used in guiding the student in the study of a course or unit on occupational information. They may be of considerable size such as Walter Greenleaf's *Occupations and Careers,*[32] containing 600 pages, or quite brief like Humphrey's *Choosing Your Career,*[33] with only 48 pages. Since books of this nature are constantly being produced, it would be well to check the book list of the major publishers before making a selection. A number of factors should be taken into consideration when selecting a text. Does the text fit your concept of vocational guidance? Does the text contain the desired material, or does the library contain the supplementary material desired? Does the text carry considerable "dated" material which will make it obsolete in a few years? Does the book have a bias which is undesirable?

Books covering several occupations. Constantly there are books being published which contain material covering several occupations. After World War II several books were directed at the returning service- *?*

[32] Walter J. Greenleaf, *Occupations and Careers,* McGraw-Hill Book Company, Inc., New York, 1955.

[33] J. Anthony Humphreys, *Choosing Your Career,* Science Research Associates, Chicago, 1949.

men, such as *Veterans' Best Opportunities.*[34] Other books are directed at a segment of our population, such as *Jobs for Women Over 35.*[35] Others have such intriguing titles as *New Careers in Industry.*[36] As with all bound material on occupational information, some is out of date by the time it is printed, other parts soon will be outmoded. It is extremely difficult to convince high school students that it is worth spending time on a book, parts of which are so incorrect that even the students recognize the errors. Books of this type should be purchased cautiously or with the knowledge of their transient nature, and *then removed from the library shelves when they are out of date!* Those interested in this type book should consult monographs such as *Occupational Information,*[37] or volumes such as *Occupational Information—Its Nature and Use.*[38]

Fiction. A considerable amount of occupational information can be obtained from books of fiction. There are two types of such fiction: books in which the information is only incidental to the plot, such as *High Country* by Harold C. Wire, and *Come Soon, Tomorrow,* by Gladys Swarthout; and books specially written for the purpose of giving occupational information, such as *Smoke Jumper* by Marjorie Allee and *Don Marshall, Announcer,* by Edward Ford. The librarians in most schools are eager to develop lists of this type of material. A list prepared by Miss Willa M. Sherwood, librarian of El Monte Union High School, lists over 200 books of this type.

Biography. An excellent source of occupational information is biographies and autobiographies of our outstanding people. Where the information is given to groups by the English teachers of a certain grade, the use of biographical material is a natural part of the course. Where the ninth-grade unit is devoted primarily to giving an overview of the world of work, and the twelfth-grade unit is primarily devoted to getting students ready for the job, the tenth-grade English

[34] Edward R. Fiske, *Veterans' Best Opportunities,* Duell, Sloan & Pearce, Inc., New York, 1946.

[35] Julietta K. Arthur, *Jobs for Women Over 35,* Prentice-Hall, Inc., Englewood Cliffs, N.J., 1947.

[36] John M. Amiss and Esther Sherman, *New Careers in Industry,* McGraw-Hill Book Company, Inc., New York, 1946.

[37] J. T. Hanson and E. Stoops, *Occupational Information,* Los Angeles County Schools, Los Angeles, 1950.

[38] M. F. Baer and E. C. Roeber, *Occupational Information, Its Nature and Use,* Science Research Associates, Chicago, 1951.

class would be the optimum place for biographical material. The catalog of any library will provide a list of such material.

Monographs

Monographs are small booklets or pamphlets usually containing information about a single job or group of jobs. An advantage of the monograph over the bound book is that it is much cheaper to produce, can be written and published in a shorter time, and being smaller in size, is usually more attractive to the student. (This latter point may not seem valid to the uninitiated; but to one who has had the experience of trying to get freshman students interested in reading occupational information, this is an important factor!)

Because monographs or pamphlets are easier to print, and anyone who has the desire to write one may do so, provided he can afford to publish it or find someone who will publish it, grave questions have arisen as to the value or even authenticity of some of the materials being produced. A committee of the Occupational Research Section of the National Vocational Guidance Association spent considerable time working on this problem and then developed a list of questions on the evaluation of occupational information. Anyone using monograph material should find the check list[39] in the Appendix on page 353, a valuable tool for appraising it.

Monographs can be divided into three groups in terms of source: publications of governmental agencies, of private commercial agencies, and of associations, societies, and other interested groups. The sources listed below are only indicative of the types of material available. More complete listings of these materials are found in other publications previously mentioned.

I. Governmental agencies
    A. National government
        1. Department of Labor—Occupational Outlook series
        2. U.S. Department of Health, Education, and Welfare—*Opportunities for the Blind*
        3. Superintendent of Documents—Occupational briefs
    B. State government
        1. State Department of Education, California—monographs and briefs

---

* Baer and Roeber, *op. cit.*, pp. 56–73.

    2. Oregon State Division of Vocational Education—*Occupational Information* monographs

    3. Department of Employment, State of California—*California Guide to Farm Workers*

  C. County and city governments

    1. Los Angeles Civil Service Commission—*Career Opportunities for College Graduates*

    2. Los Angeles City Police Department—*Have You Planned Your Future*

II. Private Commercial agencies

  A. Bellman Publishing Company, Box 172, Cambridge 38, Massachusetts—75 titles in the series, about 50 of them current

  B. B'nai B'rith Vocational Service Bureau, 1424 16th Street, Washington 6, D.C.—20 monographs covering broad fields of work

  C. Institute for Research, 537 S. Dearborn Street, Chicago 5, Illinois—Published Careers, over 200 monographs some out of date

  D. Science Research Associates, 57 W. Grand Avenue, Chicago, Illinois—the American Job series

III. Publications of associations and societies

  A. American Aviation Educational Council, 1115—17th St., N.W., Washington 6, D.C.—*A Day in the Life of a Jet Test Pilot*

  B. American Dietetics Association, 620 N. Michigan Avenue, Chicago, Illinois—*Chart Your Course Through Dietetics*

  C. American Association of Psychiatric Social Workers, 186 Broadway, New York 23, New York—*What Is Psychiatric Social Work?*

  D. American Institute of Mineral and Metallurgical Engineers, 29 W. 39th Street, New York 18, New York—*Careers in the Mineral Industries*

  E. Student Volunteer Movement for Christian Missions, 156 Fifth Avenue, New York 10, New York—*Agricultural Missionary*

  F. Institute of Life Insurance, 488 Madison Avenue, New York 22, New York—*Career in Life Insurance*

And many others! This is the type of material that the wide-awake teacher of occupational information is always on the lookout for in the newspapers, magazines, and brochures that are received by every school.

Magazines, Bulletins, Newsletters

The publication of a magazine strictly for the purpose of giving occupational information has been a difficult one in the United States. In the early forties a small but excellent magazine called *Your Future*

was published. In response to a letter written to the editor commending the publication, he indicated that there was not enough sustained interest to continue publication of the paper. The Bellman Publishing Company produced a number of copies of a magazine that is no longer available.

There is an amazing amount of good material in magazines of every variety. *Mademoiselle* magazine, 575 Madison Avenue, New York 22, New York, and *Glamour* magazine, 420 Lexington Avenue, New York 17, New York, make a regular feature of articles on occupational information. Reprints of these articles are also available. Many of the popular magazines are printing articles with specific information about jobs. *Changing Times*, 1729 4th Street, N.W., Washington 6, D.C., follows this practice.

There are hundreds of trade, technical, and specialized magazines which give a great deal of information about jobs. Anniversary or special editions are particularly valuable in the type of article included. It is impossible to list more than a few as suggestions of the possibilities of these journals.

The Commercial Photographer
520 Caxton Building, Cleveland 15, Ohio

Journal of Forestry
Mills Building, 17th and Pennsylvania Avenue, Washington, D.C.

Opportunities in Interior Decoration
228 Varick Street, New York, New York

Physical Therapy Review
1790 Broadway Avenue, New York, New York

American Cinematographer
1702 N. Oran Drive, Hollywood, California

Bulletins and newsletters, while mainly for the instructor, often contain up-to-date occupational information of a particular area or state. The *California Guidance Newsletter* and the *Oregon Guidance Newsletter* are examples of state educational publications; the *Chicago*

Guidance Newsletter and the *Labor Survey* of the Los Angeles City Schools cover metropolitan areas. The *Bulletin of Commerce*, and the *Labor Market and Employment Security*, which come from the Federal government, and state publications such as the *California Labor Statistics Bulletin* and the *Los Angeles Labor Market Bulletin*, and similar bulletins available in most states, help to keep the instructor up to date on job information.

Fugitive File

One of the most important resources of the instructor is the fugitive file, so named because it is the depository of all the clippings, newspaper stories, articles from magazines which do not ordinarily present occupational information, brochures, bulletins, and other types of information that will be helpful in presenting job information to students. Material is placed in this file during the entire year, not just during the five or six weeks of the vocations unit. If the students know there is such a file, they will find an amazing amount of material to contribute. It can become a gold mine of information.

Dictionary of Occupational Titles

The *Dictionary of Occupational Titles* is being considered last because experience has indicated that its greatest value comes when the student becomes aware of the number and complexity of job titles and needs some assistance in organizing his information. Part Four, the Entry Classifications, is particularly helpful in showing how potential ability, special interests, and other background experience is taken into consideration in setting up entry classifications. It is also useful to counselors in assisting students to analyze such data as school training, hobbies, etc., as related to vocations.

OCCUPATIONAL INFORMATION THROUGH COCURRICULAR ACTIVITIES

Occupational information can be given through the cocurricular program as well as in the regular classroom. Generally speaking, there is more student control and direction in the cocurricular program, which has a definite appeal to some students. The usual methods of

giving occupational information through cocurricular programs are assemblies, vocational clubs, and hobby shows.

Assembly Programs

Assembly programs can be entertaining, inspirational, or informative. Under the latter classification a number of interesting and worthwhile things can be done. The easiest preparation for an assembly is to invite someone to come and speak on some general vocational subject. This is perhaps the least desirable, since little student preparation or participation is possible. Visual aids would be a desirable addition to such a program, but would have to be very general for such a large group. A rather effective program was one in which three former students just out of college discussed how they had made their vocational choices and answered questions that had been raised by students in the senior class. Classes in Modern Dance, Industrial Arts, Chemistry, Music, and Art could develop programs that would be interesting and informative. There are specialized programs developed by General Electric, General Motors, and the American Telephone and Telegraph Company available in most communities. The Southern California Edison Company has an excellent film that portrays the possibilities in the applied electrical field of tomorrow. The film very pointedly indicates the vocational opportunities and urges the student to prepare for these new developments.

Vocational Clubs

Vocational, hobby, or interest clubs are quite common in most high schools. In the junior high school, clubs are generally required activities and quite frequently a regular part of the school day, usually meeting during the "activity period" once a week. At the senior high school level, clubs are more definitely cocurricular, meeting after school or in the evenings. "The Reamers," "The Stargazers," the "Rock Hounds," the "Future Business Leaders of America," the "Future Teachers of America," and many others, indicate the kind of clubs found in the high school. The activities of these clubs vary a great deal. Some clubs confine their activity to the high school campus while others take field trips, see demonstrations, participate in contests and develop service projects. A great deal of the value of the club depends on the interest and activity of the instructor.

Hobby Shows

Hobby shows may be a part of the activity of a club or may be a school-wide activity with anyone interested participating. An annual flower show in one high school was looked forward to each spring. Attractive prizes spurred them on to grow better flowers and create more artistic arrangements. The "Science Fair" at another high school produced some unusual and unexpected results from students who were rather reluctant to participate in the more academic phases of the program. This latter point seems to be characteristic of all types of hobby shows. Students not interested or able to compete successfully in the academic subjects show interests in unexpected ways. One such student who regularly made D's in English, social studies, and mathematics displayed a replica of an old-time anvil cut from a solid piece of iron with only a hack saw and a file!

INDIVIDUAL METHODS OF VOCATIONAL GUIDANCE

Although considerable space has been given to methods of presenting occupational information to groups, it must be pointed out again that vocational guidance is an individual affair. It is necessary for the teacher or the counselor to assist the student in relating all of the facts to himself as an individual. Perhaps it would be good to summarize again the thinking of the leaders in the field. These were previously stated on page 107. Vocational guidance

1. Is a process, not an event.
2. Begins with knowledge of self.
3. Results in the crystallization of a self-concept.
4. Promotes understanding of the dynamic world of work.
5. Gives information regarding the training, skills, and behavior patterns necessary.

Each student must make his own plans to achieve his vocational objective, but it is amazing how much help the average individual needs in making these plans. To match aptitudes, interests, personality, attitudes, and opportunities is no small task for the high school student. At this point it is very difficult to distinguish vocational guidance from educational guidance.

Students planning to attend college often are not sure which college or university they want to attend. There are also many personal desires to be considered. Some students wish to attend a small college, others want to be away from home, but not too far! Others plan to attend a junior college for the first two years because there is no tuition and they can live at home. Some will need financial help; so opportunities for a scholarship must be investigated. If a girl wishes to be a dietitian, the universities having good home economics divisions should be presented to her for her choice. If a boy desires to become a medical doctor, it is important to help him see that a good choice of school for his premedical work may make the difference between acceptance or rejection at a medical school. The girl who "wants to go to college" without any specific vocational goal probably will need assistance in picking a college on the basis of her avocational interests such as music, art, or dramatics. The boy who has a constellation of aptitudes that would allow him to succeed in several fields, but cannot make up his mind, needs assistance in picking a liberal arts course with a wide variety of electives which should help him pick a specific field. There are innumerable illustrations to indicate that "going to college" is not as simple as it sounds.

For the student who is planning to work immediately after high school there are problems of varying degrees. It is difficult to get the boy who can go from high school to "swamper" on a truck, and eventually "a truck driver like my Dad" (at what seems to be a fabulous wage), to see that his above-average ability in numerical reasoning and spatial relations could, with even two years in a junior college "terminal" course, help him to become a skilled technician in some field. It is difficult to help the girl who has been the soloist in the *cappella* choir to see that the vocational opportunities in the musical field are extremely limited, but that the avocational possibilities were abundant. The boy who is going to "work where my Dad works" (uncle, cousin, neighbor, etc.) is not planning to use his aptitudes and interests, but is just going to "get a job." He needs a great deal of patient assistance. Again we see that each problem is different. Vocational guidance is an individual matter: helping individual students to understand themselves, the world of work, their own particular set of problems and circumstances, and how all the factors fit together for them.

SUMMARY

The need for vocational and educational guidance was seen in the student concern for occupational information, the limited knowledge of students about themselves, and the wide variety of jobs available. Recently there has been a change in the definition of vocational guidance. It is now seen as a process rather than an event; and a knowledge of self and crystallization of self-concept are part of the process. While a great deal of important information can be given about jobs to groups, in the final analysis vocational guidance is an individual affair: each student needs individual assistance to solve his problems. A considerable number of methods of presenting information to groups were discussed, such as direct experience through field trips, resource visitors, interviews and work experience; audio-visual aids such as films, filmstrips, radio, transcriptions, television and bulletin boards; reading of books, monographs, magazines, newsletters and the *Dictionary of Occupational Titles;* and cocurricular activities such as assemblies, vocational clubs, and hobby shows. Giving occupational information is only part of vocational guidance; individual counseling is also a necessary part of the program.

SELECTED BIBLIOGRAPHY

Baer, Max F., and Edward C. Roeber: *Occupational Information, Its Nature and Use,* Science Research Associates, Chicago, 1951.

Erickson, Clifford E.: *A Practical Handbook for School Counselors,* The Ronald Press Company, New York, 1949.

Forrester, Gertrude: *Methods of Vocational Guidance,* D. C. Heath and Company, Boston, 1951.

————: *Occupational Literature, An Annotated Bibliography,* The H. W. Wilson Company, New York, 1954.

Ginzberg, Eli, and others: *Occupational Choice, An Approach to a General Theory,* Columbia University Press, New York, 1951.

Greenleaf, Walter J.: *Occupations and Careers,* McGraw-Hill Book Company, Inc., New York, 1955.

Hahn, Milton E. and Malcolm S. MacLean: *General Clinical Counseling,* McGraw-Hill Book Company, Inc., New York, 1950.

Hanson, Joseph T. and Emery Stoops: *Occupational Information,* Los Angeles County School, Los Angeles, 1950.

Humphreys, J. Anthony: *Choosing Your Career*, Science Research Associates, Chicago, 1949.

Myers, George E.: *Principles and Techniques of Vocational Guidance*, McGraw-Hill Book Company, Inc., New York, 1941.

Stoops, Emery: *Suggestions for Career Day*, Los Angeles County Schools, Los Angeles, 1947.

Super, Donald, E.: *Appraising Vocational Fitness*, Harper & Brothers, New York, 1949.

Wahlquist, Gunnar L.: "An Investigation of Self-understanding in Vocational Choice and the Educational Implications," unpublished doctoral dissertation, University of Southern California, Los Angeles, 1952.

CHAPTER 6

Counseling

There is a great deal of confusion about the term counseling. Often by laymen and occasionally by teachers, it is stated or implied that counseling is a process of advising or telling something to somebody. This may be derived from the fact that all through life parents, friends, and teachers spend considerable time exhorting, persuading, and advising. Every teacher spends a considerable part of every day talking to students regarding their work habits, study skills, and achievement.

There is likewise confusion regarding the different forms that counseling may take. During the elementary school years, much of the counseling is supportive and developmental. Each child brings to the school his set of reaction patterns developed primarily in his home environment. If these experiences have made the child feel insecure or fearful, wise guidance procedures are needed to give the child the opposite feelings at school. If the child has not had opportunities to develop social skills, individual guidance as well as group experiences will be necessary to help him develop into a good member of his society. Counseling must be appropriate to the need of the individual.

At the high school level, most of the counseling done is in the area of educational and vocational guidance. In most cases there is need for information or help in making a choice of alternatives. Some students need help in assessing their major aptitudes while others need assistance in piercing the glamour job titles. A few will need assistance because mothers or fathers are attempting to live their lives over in their children. There are students who need counseling regarding their relationships with others. Some have problems which are

135

related to the drives of the adolescent period, while others need assistance to cope with added problems from an unstable home environment. A very few will have problems of such depth that extended psychotherapy is needed. These should be referred by the school counselors to specialists in that field. Very few school counselors have the training or the time to handle such cases. Again, counseling must be appropriate to the need of the individual.

DEFINITION OF COUNSELING

The titles of two magazine articles are symptomatic of the feeling about counseling among the theorists in the guidance field. "Counseling and the Tower of Babel" by Malcolm MacLean[1] is one, and "Our Semantic Wonderland in Counseling Theory" by Dugald Arbuckle is another.[2] Arbuckle points out that there is a basic semantic difficulty in defining the word counseling. He says, "Despite a certain rapprochement, counselors still tend to think of counseling all the way from the broad, all-inclusive omnibus definition which makes counseling and guidance practically synonymous, to the much narrower concept of counseling as being synonymous with psychotherapy!"

Among the most common definitions is that of Erickson, who states: "A counseling interview is a person-to-person relationship in which one individual with problems and needs turns to another person for assistance."[3] Hahn and MacLean offer this: "Clinical counseling . . . is a process which takes place in a one-to-one relationship between an individual troubled by personal problems with which he has been unable to cope alone and a professional worker whose training and experience have qualified him to aid others to reach solutions to various types of personal difficulties."[4] Robinson states: "The term counseling covers all types of two-person situations in which one person, the client, is helped to adjust more effectively to himself and

[1] Malcolm S. MacLean, "Counseling and the Tower of Babel," *The Personnel and Guidance Journal*, 31:357–362, 1953.

[2] Dugald S. Arbuckle, "Our Semantic Wonderland in Counseling Theory," *The Personnel and Guidance Journal*, 32:160–162, 1953.

[3] Clifford E. Erickson, *The Counseling Interview*, Prentice-Hall, Englewood Cliffs, N.J., 1950, p. 4.

[4] Milton E. Hahn and Malcolm S. MacLean, *General Clinical Counseling*, McGraw-Hill Book Company, Inc., New York, 1950, pp. 3–4.

a few indispensables will be mentioned here. A real counselor never stops learning; there are so many good articles and books available, and almost every counseling experience adds to the sum of knowledge. Specifically, every counselor should understand to what extent his counseling is an expression of his self. Therapy occurs when the counselee's needs are met. As Arbuckle states, "All who counsel might ponder deeply over the question of why we do what we do in a counseling situation."[13] A counselor should know that he cannot do equally well with all students. There should never be any guilt feelings over asking another counselor to assist with a counselee.

The counselor should know the importance of rapport, the meaning of acceptance, the effect of socioeconomic variables, and the importance of individual differences. Certainly the counselor should know the field of education, the level he is working in, what has gone before, and especially what is ahead of the student. More than an academic knowledge of the world of work should be had, if possible. In conclusion, a counselor should know that all students need guidance, not just the deficient, the shy, or the aggressive. Robinson asks a pertinent question, "Are we so historically grounded in clinical practice that we cannot raise our sights above returning the sick, halt, and ignorant to tolerable levels?"[14] Or is it that the counselor is so burdened with "referrals" that it is almost impossible to do the counseling that should be done for all students? These, and many other things the counselor must know.

METHODS IN COUNSELING

Counseling in the Elementary School

Since the guidance movement began in the secondary school, it has been necessary to develop a new point of view as to the nature of guidance in the elementary school. Many still look upon the secondary school guidance program as primarily vocational and educational, but it may be readily seen that in the elementary school, guidance must be especially concerned with personal, emotional, and social problems. In

[13] Dugald S. Arbuckle, "The 'Self' Shows in Counseling," *The Personnel and Guidance Journal*, 33:159–161, 1954.
[14] Francis P. Robinson, "Guidance for All: In Principle and in Practice," *The Personnel and Guidance Journal*, 31:500–504, 1953.

ventories," etc. The effective counselor is one who develops techniques which are consistent with his own personality.

THE COUNSELOR

Since the individual who is to do the counseling is the key factor in the situation, what should he be or what should he know about himself? The first thing the counselor should be is himself. To attempt to follow a philosophy or use a procedure that is alien to the personality of the counselor will not produce a successful counseling situation. It follows then that the counselor must be a mature person. He need not have extraordinary ability, but he should have an abiding faith in the capacity and the potential of the student. He should be thoroughly democratic in his outlook. Since the counselor in the school is working more with the *normal* individual, his training and experience should be broad rather than deep. Clarence Failor makes this point very clear when he says, "The counselor, as a generalist, should have, first of all, breadth with the greatest possible depth. . . . Time and the need of the counselee, as well as professional competencies, often forbid deep probings to the depths of the individual's life pattern."[11] The counselor must also be able to cooperate with other staff members. He must remember that he is a member of a team. He must not make recommendations to the teacher that cannot be carried out in the classroom. Because of this close relationship with the teacher, it probably would be better to have his orientation in education rather than in psychology. Above all, a counselor must have a sound moral bias in his own life. Elizabeth Davidian has stated it nicely, "Counselors can develop through their own actions and principles of living a healthy way of life which will prompt them to be sought after by clients with problems. Would this not be the best possible type of rapport? It is not superimposed, it is not artificial, it is not turned off and on at the counselor's door. This self is built by living a life which promotes respect, trust and confidence."[12]

What should a counselor know? Many things, of course, but only

[11] Clarence W. Failor, "Distinguishing Marks of Counseling," *Occupations*, 30: 260–263, 1952.

[12] Elizabeth V. Davidian, "Rapport and the Human Element," *The Personnel and Guidance Journal*, 33:469–470, 1955.

should be sought. Does he feel that he is "left out" at home, is his mother working, or could there be a new baby in the home? Is the boy that makes the funny noises fearful about his ability to read with the other children, is he covering up on an anxiety because of quarreling in his home, or is he constantly under pressure to do more than his maturity allows at that time? What causes the girl to strive so hard to be first in everything? Has she set up impossible goals for herself, or is there a perfectionist at home whom she is copying? Is there sibling rivalry at home so strong that the pattern of response carries over into the school room? Understanding children means finding out causes for symptoms seen in the classroom and never accepting symptoms as causes.

Counseling and teaching at this level are so closely allied that it is difficult to point out what is strictly a counseling technique. Individual assistance in some problem area or help at a particular crisis point may be the only differentiation. All such assistance should be given when the teacher is alone with the child. This does not necessarily mean after school, because some effective counseling can be done while walking out to the playing field. A good starting point in this activity is to allow the child to tell what he thinks is the problem. This can be followed by questions which will help him to see his actions as others might view them or to see the social implications or results. Reflecting the feeling of a child who is upset is frequently a good counseling device. To the boy who struck another for taking his drawing from his desk, "I know it made you angry when he took your drawing, and I don't like to have people do things to me, but . . . ." Fairness and understanding, though always upholding the right, is always a good guidance technique.

Guidance by the specialist. Even though all teachers were guidance-minded (which unfortunately is not the case), there would still be need for specialized personnel. With all the understanding and the patient counseling by the teacher, there will still be children who need the time and skills of specialists: counselors, nurses, psychologists, home visitors, special teachers, or others. Teachers need to know when and how to refer children needing help.

One of the main functions of the school counselor is to assist the teacher in identifying the cause of abnormal behavior. The counselor is not a miracle worker who can take a child from the room, change

other areas there are important differences. The teacher is generally considered the key person in the elementary school guidance program because of the close relationship between the curricular materials used and the nature of childrens' problems.

Guidance by the teacher. Children learn best when they are emotionally secure, when they "feel good" about their mother and father, when they "get along" with other children, and when they feel it is fun to go to school. Some children have problems in one area but not in others. With some the need is small and the adjustment easy to make, while others are tangled up to such an extent that a great deal of time and attention will be needed to help them. Each child's problem has a different set of circumstances, and each child has a peculiar way of reacting to his experiences. Under these circumstances it can be seen that counseling the child in the elementary school involves creating the right atmosphere in the classroom, understanding individual children, and rendering individual assistance at some problem or "crisis" point during the school day.

Creating the right atmosphere in the room is a compound of the teacher's personality and the facilities of the room. While it is important to have a room that is attractive with bright pictures of things in season, vases of flowers on groups of tables or "centers of interest," it is the teacher's personality that makes the room the friendly, constructive place it should be. To be enthusiastic about the things that children are interested in, to turn the sound of the raindrops into a song on an otherwise dreary day, to tease young imaginations with puzzles that even young minds can find answers to, and to utilize the unexpected or "thing-of-the-moment" is to create an atmosphere where good guidance can take place.

Understanding children is not always an easy task. Some symptoms are easy to understand because causes are obvious, but others are complex and difficult to handle. Understanding children does not imply allowing them to do as they will. Sometimes guidance must be quite directive. Individuals cannot be allowed to disrupt group procedures even though it may be suspected that there are reasons for the observed behavior. Fairness and firmness are always good counseling tools. Understanding children does imply that an effort will be made to determine why the child is acting in a certain manner. If he is apparently attempting to get attention, the causes for such action

Daniel A. Prescott.[15] Additional information regarding the plan may be found in *Helping Teachers to Understand Children*.[16]

Each participant in the study group is asked to gather data about a child in his own classroom whom he wants to "figure out." The working out of the diagnosis is done by all of the 10 or 16 people in the group, so that in the course of a year everybody studies as many children as there are people in the group. The first three months are devoted to having someone gather data from one of six sources, bring it in, and lay it before the group, and having the group analyze it as to its objectivity. The six sources are: cumulative records, interviews with former teachers, visits to the child's home, descriptions of life space, creative experiences, and anecdotal records. The group meets for two hours every other week learning how to tap the six sources of information, and evaluating in group meetings the objectivity and scope of the information.

The next phase of the child study program is the development of the "multiple hypotheses." First, an anecdotal description is selected and as many different explanations as possible are suggested by the group. Generally it takes one and one-half hours to figure out one piece of behavior. Second, there is an attempt to spot recurring patterns. This is followed by an attempt to see constellations of these patterns. Again multiple hypotheses are made about a child for about six weeks. By the end of the first year each person is trying to answer two questions about the youngster: (1) What is this child working on this year? (It may be entirely unrelated to his school curriculum!) (2) What is he up against? (He may have grown up lonely, or be from another part of the country, or have odd characteristics.) During the second year the process is repeated and in addition the group is given a framework of ideas to use as a basis for organizing their facts, namely: organic, affectional, socialization, peer group, self-development, mental, and self-adjustive or emotional. During the third year, the systematic study of the individual is pushed, emphasizing the last two items of the classification. While it is rather difficult to get large numbers of teachers to commit themselves to this pro-

[15] From notes taken at a meeting of the Los Angeles County Research and Guidance Discussion Group, December 8, 1949.
[16] Commission on Teacher Education, *Helping Teachers to Understand Children*, American Council on Education, Washington, 1945.

his behavior, and then return him ready to learn and willing to comply with the teacher's wishes. Rather, the cooperative approach is necessary. The teacher supplies specific information which describes the child's activity. The counselor observes to determine whether additional evidence can be seen. This may be followed by securing special information not already available in the cumulative folder, or ascertaining whether some recent events have had a traumatic effect on the child. A plan will then be worked out by the teacher and counselor to attempt to bring about the desired results.

An important function of the elementary school counselor is planning with staff members the special provisions for individuals within the regular classroom or in special groups. While most counselors cannot afford to spend too much time in specific remedial work, the counselor should be able to render such assistance, or to plan with the teachers and the administration how such services can be made available. Counselors must assist in the planning and developing of an adequate record system that has meaning and value to the teacher. Records of test scores kept in the office, and consulted only when a child is having trouble, are of little value! Interpretation of materials that go into the cumulative folder should be made both with groups and with individual teachers.

Another important function of the counselor is that of parent education. This may be part of the Summer Round-up which is held before school opens for kindergarten children. While a major purpose may be the gathering of information about the child and a physical examination by the school doctor, it is also an excellent opportunity to help parents understand what to expect from their children and how the school program is geared to their needs. When teachers are planning parent conferences, the counselor may be very helpful to the teachers in interpreting information about the student. Not all teachers understand the psychological implications of what they see and know about the child.

Since even some of the best teachers have not had too much training or experience in identifying problems of children, another responsibility of the counselor is to help groups of teachers in the study of individual behavior. A formalized program for making such a study is known as the "child study group." The plan that follows is one developed at the University of Maryland under the leadership of

preparation in one "major" area and one or two "minor" areas. In most secondary schools, teachers are assigned to teach classes in their major area of preparation. In addition, there are still quite a large number of teachers who have little or no background in educational psychology or in tests and measurements. Teachers who graduated from universities where the academic departments were dominant were drilled on the thesis that if one "knows his subject" it is unnecessary to take courses in "learning how to teach."

Counselors were added to the secondary school staff for a number of other reasons. It was seen that the increasingly heterogeneous nature of the student body called for greater need in individual counseling, more than the existing staff or teachers had time to give. It was also recognized that high schools no longer were just preparation for college, and that there was a real need for vocational guidance. As the curriculum was broadened to meet the varying needs of this new constituency, it was recognized that educational counseling was also needed. Today it is recognized that students' personal problems may hinder or prevent learning in the classroom. Therefore, personal counseling is a recognized need of our day.

Counseling areas. Quite often laymen ask, "What kind of problems do the high school counselors handle?" The referrals and requests for assistance at the guidance office of a large high school for one semester were analyzed, and the interviews were classified as follows:

1. Educational problems (including programming, changes of program, planning future subject selection, scholarship information, achievement testing, draft registration, and checking out to another school)—60 per cent
2. Personality problems (problems in regard to feelings about self, and problems dealing with relationships with others)—20 per cent
3. Vocational problems (including inventory and aptitude testing, adjustment of programs, vocational information, college information, and trade and junior college information, placement)—10 per cent
4. Home problems—10 per cent

The above does not give a true picture of the actual distribution of the counselor's time. Many of the educational problems take fewer and shorter counseling periods than do other problems. A careful study of the problems handled indicated that the counselor's time was distributed as follows:

gram, it has been very helpful to those who have participated in the program.

Counseling in Secondary Schools

Counseling at the secondary level has several aspects different from that at the elementary level. Teachers continue to play an important part in the guidance of students, but in a different way. Counselors have as more direct contact with the students and play a greater role as interpreters of guidance tools.

In a good program of guidance at the secondary level, the importance of the teacher as a counselor is always emphasized. The daily contact with the student, even though it is for only a single period, gives the teacher an opportunity to see the student in operation for a period of time. Some teachers are very quick to notice changes that are indicative of needs to be met. Because a teacher felt that a boy in a social studies class seemed terribly listless in comparison with the average adolescent, it was discovered that his widowed mother could not afford to provide him with lunch money. The fact that a student new to the school had a hearing loss was detected by a mathematics teacher when the student gave some rather obviously wrong answers. These illustrations could be multiplied a hundredfold by teachers in every department who have observed wisely, listened patiently, and counseled carefully. This has always been the right and privilege of teachers interested in their students.

The need for greater stress on subject matter and the large number of students seen every day by the secondary teacher limit the amount of time and energy that can be given to individual guidance. The larger number of students continuing in high school increases the problem for the teacher in the classroom because a good share of them are weak in scholastic aptitude. In states where 90 per cent of the students of high school age are in school, it is not uncommon to find a spread in IQ from 60 to 160 and a range in reading ability from fourth grade to college level. This situation results in some very real problems of subject mastery and caring for individual differences, problems of both curriculum and guidance.

Teachers in the secondary school have always been more subject-minded than elementary school teachers. This is due to several factors. University programs of teacher training usually require considerable

Check List[19] are the two most widely known and used. For the past 15 years a series of problem check lists have been used at the El Monte Union High School. These check lists were derived from statements by students, lists of problems that appeared in publications, and the latest one was based in part on a masters project by Homer Schilling, head counselor at El Monte Union High School. A major source of his information was a group interview with students and a request for statements of their problems in an unstructured situation. Schools or counselors may use the published forms or develop their own lists as they desire.

Still another approach to locating those who need counseling is to make a survey of those students who drop out of school. While it is recognized that the holding power of a school is a local problem, and often an individual problem, a study of those leaving school will indicate certain general causes. A study of the drop-outs of the high schools of Detroit during the month of September, 1951, by Richard Dresher, indicated four primary causes:[20] (1) elementary school failures, (2) absences in the ninth grade, (3) low scholastic aptitude, and (4) being a discipline case. Secondary causes were indicated as: (1) high school subject failure, (2) high school absences, and (3) physical defects.

Recently there has been a great deal of discussion about the fact that many able students do not continue their formal education after high school. Various factors in curriculum and guidance have been blamed for this situation. A study of high school graduates in Minnesota made by Ralph Berdie indicated the complexity of the problem but also pointed out some factors which counselors must keep in mind while working with the above-average student. Berdie found that the most important factor in college attendance is the home situation. If the attitude in the home is that a college education is a "must," and if over a long period of time thinking and planning have been in that direction, the student will then most likely follow that pattern. "Direction and strength coming from the family are related to the economic status of the family, the cultural background of various family

[19] Ross L. Mooney and Leonard V. Gordon, *The Mooney Problem Check List*, The Psychological Corporation, New York, 1950.

[20] Richard H. Dresher, "Factors in Voluntary Dropouts," *The Personnel and Guidance Journal*, 32:287–289, 1954.

1. Personality problems—37 per cent
2. Educational problems—32 per cent
3. Home problems—17 per cent
4. Vocational problems—14 per cent

One of the very real problems that faces every high school counselor is the heavy load of counselees for whom he has responsibility. Too often, the counselor is almost submerged with the constant flow of students to be seen! Students are referred because of inability to keep up with the class, because of little achievement, or lack of materials, others for lack of cooperation, wrong attitudes, or irritating practices. In addition there are those who come in because they feel they need information or assistance. A recent magazine article likened counselors to the cowboys who ride behind the herd (not the glorified ones we see on TV) constantly rounding up the strays and the laggards. A dirty and tiresome job! The guidance movement is not benefited by such a process, nor is counselors' morale built by such experiences.

Identifying those needing counseling. Wattenberg suggests that certain types of information appear in the school record which indicate those who will come to the attention of the counselor if nothing is done for them. He suggests as a starting list:[17]

1. Child is overage for grade.
2. Family has moved frequently.
3. Home is broken.
4. Child is retarded in reading.
5. Previous records show excessive absences.

A study of the traffic through the guidance office should be made. It may be very enlightening to both the counselors and to other members of the staff.

Another means of locating individuals who need assistance is the problem check list. While it is recognized that problem check lists have certain limitations that are inherent in all questionnaire-type instruments, they can be useful in detecting some students needing assistance. The *SRA Youth Inventory*[18] and the *Mooney Problem*

[17] William W. Wattenberg, "Who Needs Counseling?" *The Personnel and Guidance Journal*, 32:202–205, 1953.

[18] H. H. Remmers, A. J. Drucker, and Benjamin Shimberg, *SRA Youth Inventory*, Science Research Associates, Chicago, 1949.

deal more when working with students concerned with vocational choice. Why do students turn to nonschool people for assistance in the area of personal-emotional problems? Have counselors failed to establish rapport with students in this area? Do students question the ability of counselors to be of assistance with this type of problem? These and other questions need further investigation, but in the meantime the counselor should be aware of the implications.

CLASSIFICATION OF STUDENT PROBLEMS

Counselors have usually classified problems according to the location of the problem, such as a school, home, vocational or social problem. Since students tend to describe their problems in terms of their understanding the situation, it is easy to speak of them in that way. Critics of the sociological classification point out that most students have more than one problem, which complicates attempts at classification and makes it difficult to differentiate between counseling techniques. This criticism may be valid when research workers or clinical counselors are interested in classifying cases, but the school counselor is mainly interested in assisting the student in solving his problem, not in classifying him! Most counselors realize that students have problems (plural). Frequently what starts out to be a problem in the vocational area winds up as the personal problem of getting a parent to allow a son to make his own choices. Often counseling on educational problems must take into consideration environmental problems which make educational achievement well nigh impossible. Counselors usually classify problems according to the major problem presented by the counslee. Francis Robinson, after a great deal of work and research in the counseling area, classified problems, on the basis of the discussion topic between the counselor and client, into three categories:[24]

1. Adjustment problems
   a. Vocational choice
   b. Curricular planning
   c. Social acceptance
   d. Financial problems
   e. Religious confusion
   f. Personal maladjustment, etc.

[24] Francis P. Robinson, *Principles and Procedures in Student Counseling*, Harper & Brothers, New York, 1950, pp. 168–173.

morning and milk a string of cows, finishing just in time to dash off to school. In the afternoon Tom had to hurry home and milk another string of cows, which usually took until dinner time. After that Tom would study or be so tired that he just went to bed! Tom had no really close friends nor did he have time to participate in any school activities with other students. He "picked up" his friends during the lunch hour, and thus got tangled up with the trash-can burning, "just for the fun of it." At another session with Tom, the counselor helped him to see how immature his actions were, how the school could not accept such actions, and why he had to "let off steam" during the lunch hour. Tom readily understood and agreed to permit the counselor to contact his parents to see if his work schedule could be changed. This was done, and there were no further referrals for Tom.

Bert[25]   (Adjustment—Vocational Choice)

Halfway through the second semester of his freshman year at a large metropolitan college Bert could see he was not going to improve his first term's academic performance, and perhaps would not even equal it, and he determined to explore the possibilities of a fresh start on another campus. He was somewhat discouraged and disappointed with his current level of achievement, and he wanted to sit down with a counselor to examine critically some of the aspects of his school and college life, his feelings about himself, his family's attitude toward his problem, and the idea of changing his career goals as well as his college.

In his attempt to transfer to another institution, whether or not he was asked to leave his present college at the end of the year, Bert knew he was facing a difficult task, and he wanted to make an accounting of assets and liabilities in order to present a fair statement for the consideration of admissions directors.

Bert's parents were also included in the counseling sessions. His father, not a college graduate, was in the auditing department of a large publishing firm. His mother was a graduate of a teachers' college and was still practicing her profession. Athough they were grieved at Bert's unhappy experience, they were eager to help him in any way possible. There was enough money to send him to a residential col-

2. Skill learning
   a. Study skills
   b. Language disabilities
   c. Social skills, etc.
3. Immaturity
   a. Problems of dependence
   b. Overconscientiousness as to the opinions of others
   c. Religious or moral worries
   d. Egocentrisms, etc.

This latter method of classification has advantages because it is a simplification. All problems are accepted at the guidance office as "adjustment problems" and are later classified according to the nature of the major problem. When teachers understand and accept this concept, it makes a great deal of difference in their approach to symptoms of problems they see in the classroom.

TYPICAL PROBLEMS FACED BY THE SCHOOL COUNSELOR

Tom   (Adjustment—Excessive Home Demands)

Tom was brought to the guidance office by the noon campus supervisor as a suspect in the recent epidemic of burning trash cans. Tom was very defiant, and defended himself by the oft-heard remark, "I wasn't the only one doing it." Since Tom was so upset at being caught, he was asked to see the counselor the next day. As this was the first referral for Tom, the counselor checked his cumulative folder. He found that the boy had slightly better than average scholastic aptitude, although his grades were only average, with one or two grades below average. His registration worksheet showed no indication of a vocational goal, and he seemed to be following the usual program of the average boy: the required subjects with a shop elective. The personal data blank indicated that he was the first of three children and that his father owned a dairy. There was no other significant information. The next day Tom was less belligerent, and the counselor directed the conversation into questions of Tom's interests and activities. Tom was not sure what he wanted to do after he left high school, but he "didn't want to be a dairyman!" Subsequent conversation brought out the fact that Tom had to get up early in the

goals. On the American Council on Education Psychological Examination (college edition) he ranked at the 50th percentile compared with college freshmen. The Nelson Denny Reading Test showed he was in the 68th percentile in total reading ability, also compared with college freshmen. His general adjustment seemed good. Top interest areas as indicated by the Kuder Preference Record were persuasive, literary, and social service.

As the counseling progressed Bert felt that his costly first year had taught him to consider more carefully his living arrangements, the amount of time allotted to studying, reasonable limitations on his extracurricular activities, and preparation for the right career. In this last respect he began to think in terms of teaching or perhaps law, both of which professions he could prepare for by a liberal arts program with a history major.

Impressed by Bert's sincerity and his honesty in assuming the blame for his failure, and feeling that he had the capacity to do better in college than his record had so far indicated, the counselor encouraged him to apply to six liberal arts colleges of top accreditation, two of which accepted him. Four admissions directors felt they did not want to take a chance on Bert.

This year Bert went on to graduate school, choosing one of five outstanding Eastern universities which accepted him on the basis of his final college performance. He was graduated *summa cum laude* with honors in history, receiving a medal for the highest average attained during the junior year. He had also been president of his fraternity. Apparently Bert was right in thinking he had learned a great deal from his unhappy first year.

Jack   (Adjustment—Environmental Situation)

Jack came to the attention of the counselor because of his poor scholastic record during the first semester of his freshman year. He had failed in English, social studies, and general shop, and had made barely passing grades in mathematics and physical education. Classification tests given prior to entrance into high school indicated average ability with slightly below-average achievement. This achievement level was not so low that it would preclude average grades in most classes. A check of his health record indicated that he was in good health, with the usual need of some dental work. He was a big healthy-

lege if that seemed desirable. Bert seemed aware of his good fortune in having the understanding encouragement of his parents, and his relationship with them was one of mutual respect and trust.

Bert made a fine appearance, and he was well-mannered. He was able to see the reasons for his lack of achievement and was willing to accept the responsibility for what had happened.

On the secondary school level Bert had had a mixed record at a competitive metropolitan high school, with marks ranging from 70 to 95 and an average of 84.3. He ranked at about the middle of his class. His IQ was reported as 139. In extracurricular activities he had been a member of a few clubs and had participated in intramural athletics.

Because Bert graduated at midyear he took a postgraduate term of two advanced math courses and two advanced science courses and received grades of 85, 95, 95, and 92. These were much higher than previous marks in these subjects, his highest grades during his four-year program having been in social studies. Perhaps influenced by this success and by the emphasis on the need for engineers Bert decided to enter a college of engineering. He was accepted by three of the four large institutions to which he applied, and he chose the one nearest home with the thought that he could save his parents some money.

At the end of his first semester on the college level Bert received C's in Chemistry, English, Engineering Drawing, Speech, and ROTC, and a D in Analytic Geometry. His second term, as he had feared, brought two F's in Descriptive Geometry and Calculus, a D in Chemistry, and a C in Physics, although he received B's in English and ROTC.

While making these grades Bert had tried out for track and dramatics and had been a member of student government and the Glee Club. He had also worked, for spending money, seven and one-half hours a week in his father's firm. Unable to get a dormitory room, he had lived in a rooming house near the college to avoid commuting from his home, more than an hour's trip from the campus.

At the beginning of the counseling sessions Bert was certain of only two things—he wanted to continue his education at another institution, smaller and preferably one where he could be a dorm student, and he did not want to be an engineer. He thought some tests might help him by reassuring him of his ability to do college-level work and by giving him some direction toward alternative career

mediate attention, and with the Community clinic, as there appeared to be a possibility of rheumatic fever. Three of Bill's teachers reported a new spirit in him within only a few days. The cafeteria manager stated that he was a willing and good worker, and appeared happy in the new arrangement.

Ann   (Adjustment—Home Situation)

Ann was referred to the guidance office by a teacher because of her poor attitude in class. She would question statements made by the teacher, particularly in regard to rules. Although she was never tardy to class, she questioned the teacher's attitude toward tardiness. This seemed a bit unusual. During her first conference with the counselor, Ann talked freely about her home and family relationships. She disliked her father intensely. She claimed that he was "crazy." He dominated her to the extent that she was not able to attend a church of her own choice, and so did not attend at all. She hesitated to have friends at her home because of her father, and as a result she felt that she had no close friends. Since the school counselor was unable to go to the home to verify the statements made and because Ann would not give her consent to have the counselor call the father, she was led to see why she reacted in the classroom as she did. Ann was aware that she had stepped out of line a time or two with some remarks she had made, but felt she could take the matter in hand and control it. The teacher later reported improvement, with an occasional lapse into being argumentative.

Julie   (Adjustment—Home Situation)

Julie left her last period class with the explanation that she wanted to go to the nurse's office, but never did report to the nurse. She spent the period, it was learned later, with two other girls who were also truant from their classes. The following day she skipped her third period class and went to the "Mug" instead. Julie was bored with everything. She said her teacher's jokes were "corny!" During the first interview, Julie stated that her father was an alcoholic. Her parents were not divorced but were separated. Three years ago the family had moved to Arizona. Things were pleasant there for a while, but it did not last, and the family returned to California. Julie readily agreed

looking boy, appearing older than he actually was at that time. During the first contact with him, the counselor learned that he was living with his "mom" and that his father was in the army (Pfc.). His cultural and social life was very poor and limited. He seemed satisfied with his situation and himself, but not with school. He saw no need for formal schooling. In fact, he saw the school as an impediment to his progress. He wanted to be a truck driver and a mechanic (he had already held and been fired from six jobs because of his age), he knew how and where to get a job, his mother needed the financial assistance he could bring in, so why didn't people leave him alone! In several counseling sessions the counselor attempted to help him raise his sights regarding vocations, and to point out the need for education aside from strictly vocational purposes, but Jack was very well satisfied with his choice and way of living as he saw it. Finally, the counselor had no choice but to inform Jack's teachers of his adjustment to his situation, and to ask them to bear with him until he would be sixteen that spring. On his sixteenth birthday Jack checked out of regular school into continuation school and went to work.

Bill   (Adjustment—Financial and Health Problem)

Bill first came to the attention of the counselor during the first quarter when his English teacher requested that an attempt be made to discover if Bill was undernourished. The same day Bill's social studies teacher requested that he be given a physical examination as soon as possible. She added to her note, "I also suspect eye fatigue." During the first conference with Bill, the counselor discovered that he was one of four children supported by a widowed mother whose income was about $35 a week. He had been bringing a cold lunch most of the time, but "once in a while" his mother gave him 20 cents. Some material he needed was purchased from the welfare fund. In order to furnish him with hot lunches, a job was found for him in the cafeteria. He was especially pleased about this because he felt that he would be helping his mother in this way. Since only a very short period of reading resulted in extreme fatigue and headache, an appointment was made for an eye examination. When this showed a need for glasses, these were purchased through the welfare fund. Other appointments were made with a dentist, since his teeth required im-

Jim (Adjustment—Vocational Choice)

During registration for the junior year, Jim repeated his previous statement that he would like to attend the United States Naval Academy. His permanent record showed the following scholastic record:

Freshman Year		First Semester, Sophomore Year	
English	C	English	D
Algebra	F	Algebra	D
Social Studies	C	World History	B
General Science	C	Life Science	C
Latin	Inc.	Latin	Inc.

Summer School	
Algebra	C
Latin	D

The information available indicated that he was about six months younger than the average student when he entered high school, but the total of his achievement was one year beyond the average for his grade. A Quick-scoring Otis test gave an IQ of 110 and a Stanford Binet IQ test a total score of 128. There was certainly a difference between his potential and his achievement! A check of other information available in his folder showed that while he did not participate in any cocurricular activities in school he was very active in church affairs. There had been considerable illness during his freshman year. He was underweight and had a postural defect. He was the oldest of three siblings, in a home of above-average cultural life. Although neither his father nor mother had gone to college, both were very much interested in having Jim go to college. Jim could shed no light on his problem with the college preparatory subjects. He wanted to go to the Naval Academy, but he just couldn't understand mathematics and foreign languages, and this year he had trouble with English! A check of his interests indicated a high-level interest in computation, and in the literary, scientific, and social service areas. A personality inventory showed an adjustment close to the 50th percentile on both individual and social adjustment. Lowest ratings were in sense of personal worth and feeling of belonging. After several sessions with the counselor it gradually developed that Jim did not share his parents' enthusiasm for college. In addition, there were times when he felt

to having her mother come to school. Mrs. X presented a similar picture of the home situation. Julie wanted to return to Arizona and live with friends, but her mother said they were only casual acquaintances and that it was out of the question to do so. Julie's mother was beside herself with the girl's actions and was amenable to any suggestions. The counselor assisted Julie in becoming a member of one of the girls' service clubs, which she attended about two months and then dropped out. She became bored with the club. Julie was sent out to see about a job in a drug store. She seemed happy over the prospect of working. The owner took her name and told her he would call her if he could use her services. On two additional days Julie was truant again. The next day she had the mumps. Julie did not return to school the next semester.

It would be possible to cite hundreds of cases involving home situations which could be appraised from poor to bad. Resistance, resentment, rebelliousness, and aggressive reactions are too often symptoms of reaction to home situations which are not satisfactory.

Joe   (Adjustment—Racial Adjustment)

Joe came into high school, a round-faced cherub with a look of expectation in his eyes. During the first quarter he made two B's and two C's, but during the second quarter he began to slip badly scholastically. Joe lived in an area populated by a minority group. His father was a farm laborer, and there was little cultural life in the home. During the unit on vocations he declared vocational choice was farming, but a Kuder Interest Inventory indicated a high interest in working with people. During registration he did not want to make out a program for the next year because he did not expect to be back. According to Joe, he had "lost interest in school." He stated that he was no longer happy in school as he had been in the lower grades when he was learning the English language and learning to read. He could offer no explanation for this statement, except to report good-naturedly that he had grown "lazy." Perhaps he would return to school if he could have a full program of music! There was no point in studying since laboring jobs were all that one could get. Joe was a Mexican-American.

indicated that Peter had an IQ of around 107. Since Peter came from a home in which a great deal of Spanish was spoken, this score could possibly be low and not a real measure of his ability. The results of the test were discussed with Peter, his strong and weak points pointed out, and he agreed to talk over his difficulties in algebra with his teacher. In December another progress report showed that he was doing poor work because of his attitude of being unable to do the work. Another counseling session resulted in a shrug of the shoulders and a restatement of his poor reasoning ability. He complained that some of the words used were too difficult for him to understand. The teacher took a rather "dim view" of his statement since all of the new terms were very carefully covered in class. However, he agreed to select several of the stronger students to work with Peter to give him individual help, especially in understanding what he was to do. In March another progress report showed that he was still doing poor work. The teacher felt that Peter should withdraw from the class since he had not acquired enough of the fundamental material to be able to make a college-recommended grade. Peter agreed to do so, and it was planned for him to take algebra at the junior college if he continued his education beyond high school.

Students coming from homes where a foreign lauguage is spoken usually have special problems in school. Since creation of special groups or separate classes usually results in injured pride or cries of "segregation," most of these cases must be handled on a counseling basis, which is very time-consuming and very inefficient. Fortunately, children coming from homes of the second generation are doing very well in school, and may in time erase this problem.

Tommy[28]   (Low Ability)

Tommy first came to view as a problem in a third-term class in modified English. Most of the other boys in the group seemed pleased that the work was within their grasp. Tommy scorned the work. Most of the other boys were willing to attempt the jobs they were given. Tommy would have none of them. He jeered at the others for trying, kept up a running stream of heckling (of teacher and classmates), and

[28] Mary C. Dolan, "What Made Tommy Fight?" *The Personnel and Guidance Journal*, 32:357-58, 1954.

so miserable that he just couldn't study. The Naval Academy seemed like some far-off impossible goal! He wanted to go to college but wasn't at all sure what he wanted to be. With Jim's consent, his parents were called in for a conference. His lack of progress, his health situation, and his indecision were discussed with them. They agreed to a thorough physical examination to determine the basis for his miserable feeling. It was agreed to lighten Jim's program and to give up, for the time being, a hope that Jim would attend the Naval Academy (reluctantly agreed, for Jim had the ability and if only he applied himself. . . . !) There were to be further talks with the counselor to develop feelings and perhaps to evaluate aptitudes.

Robert   (Skill Learning—Low Ability—Low Achievement)

Robert was constantly in trouble in all of his classes. He talked, walked around, and did not do his class work. He would hand in some work when he was warned of flunking. He made wild statements about pulling hold-ups, stealing, and violence. Achievement tests taken during the eighth grade in his usual haphazard manner indicated that his arithmetic and language level were about fifth or sixth grade. His seventh-grade tests indicated below-average ability. His father had a job as a guard at one of the larger banks, and the family lived in a good section of the city, one into which colored families had just recently begun to move. His mother was a housewife, and Robert had a twelve-year-old sister who did well in school. (Robert said he "hated" her!) His answers to "if I had three wishes" were: (1) run away from home, (2) have a lot of hot-rod books, and (3) have a hot rod! Robert did not like school and wanted to earn some money. A conference with the counselor resulted in a decision to allow Robert to quit school when he reached sixteen if he did all right in his classes until then and had an opportunity to work. Robert and his mother seemed happy to have arrived at a definite decision.

Peter   (Skill Learning—Language Difficulty)

Peter was referred to the counselor by his algebra teacher during the early part of November, because of his "defeatist attitude." His own remark to the counselor was, "I have no reasoning ability." After considerable discussion without any apparent gain, Peter agreed to take a test to see "if he had reasoning ability." The result of the Binet

tendance in elementary school had been very poor. His shame at not knowing how to read was so great that he had become extremely clever in disguising his deficiency, and he had used bad behavior as a camouflage. The combination of frequent absence and troublesome behavior when present had apparently kept him from learning. Tommy himself transferred the blame for his predicament to others. He was filled with a fierce resentment against his elementary school teachers. Several times he said, "One thing I'm going to do is go back and get even with all of them who should have taught me and didn't."

Questioning about his background revealed that he was the youngest of six children, with quite an age gap between him and the older brothers and sisters. His father suffered from high blood pressure and was excitable. His mother had been deaf from the time of Tommy's birth, and no hearing aids had helped her condition although many had been tried. Tommy himself smarted at the fact that a younger niece could read although he couldn't and tried swagger and bluff to carry off the situation.

What could our school do to help Tommy? It was not possible for him to attend any sort of clinic or receive private instruction; he had to be aided within the framework of our regular school organization. The first step was to give him a change from the scheduled General Industrial to a regular vocational course. He made an attempt at radio but was handicapped too much by his lack of reading ability. Then he shifted to woodworking, where the work seemed to have a therapeutic value for him. An understanding and supportive shop teacher, whom he came to respect and like, changed the attitude of the boy toward work, school, and teachers.

Assignment was also made to remedial reading classes with interested teachers who gave him as much individualized help as they could. Here he blossomed. Gone was the heckling, obstreperous, cynical Tommy of previous days. No longer did he voice the hope, "I'd like to kill a teacher or a Russian." Seriously and painstakingly he co-operated with all efforts to help him, showing a new side of his nature to the teacher whose class he had tried to sabotage the term before. He was impatient only with himself, as he worked on such materials as the Dolch Word Cards and the Disney Readers. He even worked harmoniously with a rather unattractive girl who was also a non-reader. It was really another boy!

when talk failed to halt the class proceedings, he tried more overt action. He mutinied against all regulations and began to incite the other boys to rebellion against the subject, teacher, program, and school.

When he was finally persuaded to verbalize his grievance, it was discovered that what rankled was his assignment to the General Industrial program. This was a new curriculum in our school, for boys who could be classified as "slow learners"; the academic work was modified and a special shop program was arranged. Tommy had been a contented member of his group during his first year in school when he had no label and was indistinguishable from others of his grade. But in the third term all others in the grade had been allowed to make a choice of vocational shop, while the General Industrial boys found themselves assigned to a shop which was to offer work adapted to their ability. He felt a difference in not being permitted to make a choice. He had overheard an ill-advised comment on the General Industrial group made by one of the teachers; he had been teased by other students who cruelly labeled the group "the dumb ones." Now he was fighting back.

Why was he in the "slow-learner" course? His application for admission to high school indicated an IQ of 64 on a Pintner B test and a rating of Slow; this had been the chief basis for classification. Grades of 6.4 in arithmetic and 5.4 in reading (on a Stanford advanced test) had been recorded when he was in the first half of his eighth school year. The arithmetic grade was probably a true one, since this was his only strong subject. However, the reading score was completely invalid, and the IQ not merely useless but highly misleading. Further searching into his record (which had not been feasible before making program assignments) showed that he had achieved an IQ of 81 on a Stanford Binet test when in the fourth grade of elementary school. In the sixth grade he had been given a Pintner non-language test and had scored an IQ of 92. Examination of an Otis test answer sheet and observation during the administration of a reading test showed that his technique in taking any group test was to mark all the answers at random.

When he came to trust us sufficiently, we found that he was completely a nonreader. He could not recognize words in a second- or even first-grade vocabulary. Although his health was good, his at-

meeting stimulating people and of engaging in interesting things. These are characteristic longings of the typical extrovert. When he graduated from high school he found, much to his dismay, that the job that paid most, of those that he was able to locate, consisted in cashiering at a local department store. In view of the fact that he was the sole support of his family, there was no choice but to take the position. He started off well enough, making an enviable record as far as accuracy, dependability, and perseverance were concerned. Soon, however, a reaction set in, and he found great difficulty in trying to forget the two-column mahogany desk and the comfortable swivel chair that he had envisioned for himself in the spacious office of an important firm. He could not forget the interesting variety of tasks and the numerous contacts with people of prominence that were part of such a job. The daydreaming became more frequent, and he began to develop in-accuracies in making change which quite often resulted in a short till when the receipts were checked at the end of the day. Holding his mind on the job became an impossible art. Fatigue crept up on him during working hours with insidious regularity, and the position gradually became odious and hateful. The job was repetitive, the same thing day in and day out. There was no emotional outlet for a personality that cried out for variety and human company. Every-thing within him was stifled while on the job. He was about to quit when, through good fortune and some persuasion, he secured a posi-tion in the store's cafeteria as a bus boy which, though paying less, was an emotional tonic to him since it brought him into contact with many people and with the give and take that comes from working in a group.

Randy   (Immaturity—Mother Induced)

Randy came to the attention of the counselor very soon after he entered high school. Early in October the first of many referrals came from the algebra teacher. He was not doing his homework, and there were serious doubts in the mind of the teacher whether he was able to do the work, despite test scores which indicated enough ability. This was followed by reports of many infantile reactions, such as tossing paper, disrespect for the teachers and students in the class, shooting rubber bands and spitwads, talking out of turn, etc. Randy promised that it would not happen again. In November when the

A special program was worked out for him, with particular teachers wherever possible, so that he was able to meet graduation requirements. He continued to attend remedial reading classes instead of being forced to cope with regular English work which was beyond him, and with the help he received he was able to pass the reading requirements of the driver education course. His attendance remained rather poor—he had an out-of-school job which made many demands on him—but his effort when in school was excellent and his behavior almost exemplary.

By his last term in school he could read material on approximately the fifth-grade level. He was, and probably always will be, a slow reader, but he had acquired a good method of attack on new words and a large enough comprehension vocabulary to understand the words when he had figured them out. He was able to understand and enjoy the adapted text of Sherlock Holmes, a daily paper, and such magazines as *Look* and *Life* because the illustrations give enough clues to the text.

An indication of his changed feelings toward school was shown in his seventh term when he brought his father to Parents' Night. For the first time in years he knew that the comments of his teachers would be favorable, and he basked in the atmosphere of approval. All through his senior year he remained fearful that the goal of a diploma would elude him. "I can't believe I'm going to get it. Every once in a while I get a bad feeling that I'm not going to graduate."

But graduate he did. Now he is working full time at the job he held while in school—helping an older man establish a milk delivery service. He is working hard and making quite a lot of money. He will never be a bookworm, but now he can at least function in the essentials of his business, and can keep records and read the notes his customers leave him. Tommy is so far removed from the violent ambitions of his former days that he came back to school on his day off to see his favorite reading teacher.

John[27]   (Immaturity—Limited Outlook)

From early adolescence John had set his mind and heart upon an attractive job in some office where he would have the opportunity of

schools and another public school, and then returned with great promises as to future conduct. But the same pattern persisted, and again it was necessary to request his withdrawal from school.

This is a particularly hard case for the counselor to handle. With continual promises to make good and the refusal of the parents to accept their part of the responsibility or any recommendation from the school personnel, it is literally impossible to bring about a change of behavior.

Herbert   (Immature—Lack of Balance)

Herbert missed so many classes because of his activity in dramatics and debate that several teachers reported him in danger of failing, instead of receiving the college-recommended grades which he should make in terms of his ability. Earlier that year he had been allowed to take Radio Speech in place of physical education, from which he had been excused because of a heart condition. Several conferences with Herbert revealed his terrific desire to participate in these highly motivating activities and brought an avowal that he would spend more time on his other classes. Despite his statement to the counselor, there was little improvement in his other work until the counselor, through his speech instructor, threatened to suspend him from all speech activities unless he spent more time on his other classes. Herbert could not see what all the fuss was about. He would "do all right when he got to college." It was pointed out to him that he would not even get into college if he did not make recommended grades in his college-required subjects.

There are always a few students who become so enamored of the cocurricular activities that the curricular requirements seem uninteresting or unimportant. In cases like this, the counselor, like the parent in the home, must sometimes say, "This you must do!"

Paula   (Immaturity—Egocentric)

Paula says that she "gets by," and has done so all of her life. She doesn't want help—she just wants to be left alone! Paula was one year advanced in school, but with only average ability and achievement. During her first semester in school she accumulated four F's and one C in printing. She took part in no school activities, and stated that

teacher could no longer tolerate him, he was transferred to General Mathematics. In December his bus ticket was taken by the driver who was "fed up with his antics." In January his Spanish teacher referred him because of disrespect—talking—and failure to bring books and equipment to class. Again Randy admitted his shortcomings and promised the counselor that his actions would improve. In March the principal of a nearby elementary school called and stated that Randy had been identified as the person throwing firecrackers into the playground the night before. Randy was sorry he had bothered them at the elementary school. In April Randy's social studies teacher said she could no longer tolerate his childish antics and requested that he withdraw from the class.

How could this small, round-faced, innocent-looking little boy stir such strong feelings in so many people? Randy was young. His mother had entered him in kindergarten before he was legally of age, "because it was only a few months." Since Randy's father had a position that required a great deal of time and attention but was not too secure from the financial angle, Randy's mother attempted to keep any additional worries from him. Randy's derelictions during his elementary school days went unmentioned to the father. Each time Randy was sent to the office he very solemnly promised that it wouldn't happen again. Conferences with the mother resulted only in criticism of the teacher's handling of Randy and of the school in general. The principal was brought into the case, and he requested that Randy's father come in for a conference. This resulted in more defense and bluster. The father was angry because he had been kept in the dark about Randy's problem, critical of the school's handling of his boy's affairs, and annoyed that this should add to the problems he already had. However, there were to be changes and "no more of this foolishness!" In May there was a referral from the physical education department for "non-stripping" and pulling branches from a hedge to make whips. There was no apparent change in Randy's attitude. This situation continued during his sophomore year. Teachers stood him as long as possible, changes were made in his program, and each time there were promises of good conduct and reform, but a pattern established over many years was hard to change. Permission to refer Randy to a psychiatrist was scornfully refused by the mother. Randy was withdrawn from school by request, attended two private

in the field. Since the counselor is so important in the counseling process, some statements about what a counselor should be and know were included. Methods in counseling at both elementary and high school level were presented, indicating the general developmental counseling that is necessary at the elementary level and the more specific individual remedial problems of the high school level. This was followed by classifications of problems and some typical problems faced by the school counselor.

SELECTED BIBLIOGRAPHY

Association for Supervision and Curriculum Development: *Guidance in the Curriculum*, 1955 Yearbook of the National Educational Association, Washington, 1955.

Ephron, Beulah K.: *Emotional Difficulties in Reading*, The Julian Press, Inc., New York, 1953.

Erickson, Clifford E.: *The Counseling Interview*, Prentice-Hall, Inc., Englewood Cliffs, N.J., 1950.

Froehlich, Clifford P., and John G. Darley: *Studying Students*, Science Research Associates, Chicago, 1952.

Hahn, Milton E. and Malcolm S. MacLean: *General Clinical Counseling*, McGraw-Hill Book Company, Inc., New York, 1950.

Hamrin, Shirley A. and Blanche Paulson: *Counseling Adolescents*, Science Research Associates, Chicago, 1950.

Lindgren, Henry Clay: *Mental Health in Education*, Henry Holt and Company, Inc., New York, 1954.

Robinson, Francis P.: *Principles and Procedures in Student Counseling*, Harper & Brothers, New York, 1950.

Rogers, Carl R.: *Counseling and Psychotherapy*, Houghton Mifflin Company, Boston, 1942.

Rothney, John W. and Bert A. Roens: *Counseling the Individual Student*, William Sloane Associates, New York, 1949.

Shostrom, Everett and Lawrence M. Brammer: *The Dynamics of the Counseling Process*, McGraw-Hill Book Company, Inc., New York, 1952.

she did not participate in any social or religious activities outside of school. Her health record indicated a considerable number of colds, a slight heart murmur, and the usual need of dental work and a tonsillectomy. She ate no breakfast or lunch, and sometimes no dinner! Her father was a truck driver who had been born in a European country and had rather definite ideas about what young people, and girls in particular, should do or not do. Paula refused to give any information about her home life. The record indicated three younger children at home. Paula had made no vocational choice and was not interested in taking an interest inventory. "A girl's place is in the home!" She finally agreed to take a personality inventory and scored in the 5th percentile in both individual and social adjustment. She was especially low in family and school relations. When at the end of the school year the family moved from the school district, contact with Paula was lost.

This is another type of problem that is difficult to handle. Lack of insight plus the environmental situation calls for therapy over a long period of time. Often there is little the counselor can do until the individual becomes mature enough to understand what she is doing.

SUMMARY

This chapter on counseling started out with certain basic premises that were learned from working with students. One is that every student will sometime need help. Guidance is not for the few extreme deviates but for all the students in the school. The needs of individual students are quite different, but many students have similar problems. A good many of the group do not have deep-seated problems that require extended nondirective therapy. Most students have problems which require the presentation of information or assistance in seeing the implications of their acts or their environment. The authors seriously question the training or skill of the average school counselor to handle the therapy for deep-seated problems. These should be referred to specialists in the field. The good counselor will know when to refer cases beyond his ability to handle.

The discussion of need was followed by some definitions of counseling, showing the differences of opinion by representative writers

Placement service should be provided for both in-school and out-of-school students. Much of the in-school placement should be available for school-work programs. Out-of-school placement should be available for graduating seniors and alumni of the school.

WHAT IS PLACEMENT?

The nature and scope of placement encompasses more than just aiding students in getting a job after graduation. It requires guidance in the proper selection of pre-job training. The placement service should follow up placement to help students improve their services and to gain satisfaction on the job. In this sense *placement service begins with proper training and continues as long as the school can help the worker advance and readjust while working.*

. . . to offer a program of studies which shall be suited to the varying needs of boys and girls; to assist boys and girls to develop right attitudes toward life and its problems; to assist them in discovering and developing their natural aptitudes; to guide them carefully by a wise discipline through the trying time when they are passing from the period of control imposed by others to the period of self-control; to take into account their budding idealism and their emerging religious concepts; to give them opportunities for expressing their social instincts in helpful and inspiring service, to correct physical defects, and to build up habits of healthy living; to acquaint boys and girls in an elementary way with the social, the economic, and the political problems which they must soon face in the world outside of school; to inculcate in them both by theory and by practice the principles of good citizenship; to induce as many as possible to go on with their education in higher schools; and to give to those who must take up at once the toil for daily bread a good start by way of special, though elementary, vocational training.[1]

A group of junior high school administrators took the Ten Imperative Needs of Youth as outlined in the booklet, *Planning for American Youth*,[2] and devised a new statement of needs to fit the

[1] Thomas Gosling, *Bulletin of the National Association of Secondary-school Principles*, 29:13-14, 1945.

[2] Educational Policies Commission, *Planning for American Youth*, A Summary of Education for All American Youth, National Education Association, Washington, 1951, p. 9.

CHAPTER 7

School Placement Service

THE NEED FOR PLACEMENT SERVICE

The need for placement service increases in relation to the increased complexity of job opportunities. The development of large schools in big cities as contrasted to small enrollments in villages has intensified the needs for placement help.

When occupations were few in type and employers knew most of the graduating seniors by their first names, there was little need for school or community placement service. With urbanization has come a gulf between employer and prospective employee.

Private agencies have been established to render placement service. These agencies must give their first considerations to profit in order to stay in business, and give secondary attention to the qualifications or needs of the job seeker and the requirements of the employer. State and municipal employment agencies have been set up to serve both employer and employee. The Federal government engaged heavily in employment service during depression and war years. Government service at the local, state, and national levels has been good, but lacked placement information possessed only by the school.

Schools have greatly improved their record systems and have designated home-room teachers and counselors to know students more thoroughly than would be possible for personnel of either private or governmental agencies. Classroom teachers know the weaknesses and strengths of student job seekers. They can tell prospective employers whether or not a student excels in art, leadership, mechanics, science, or selling. The schools are in a unique position to render improved placement service for their students and graduates.

168

help them make the continuing adjustments which lead to successful placement.

ORGANIZATION FOR PLACEMENT SERVICE

The organization for placement will vary with the size and type of school. The illustrations in Figures 23 and 24 give examples of possible placement services in small and in large schools.

The placement service is related to practically all areas of the educational program, such as academic courses, attendance, work experience, electives, part-time work, guidance, extracurricular activities, and community activities. Students should be placed in grades, classes, and activities suitable to their needs, interests, and abilities. By using every school facility, placement will be more accurate and more likely.

Under vocational placement the school has a definite responsibility in making available to the students information on the requirements of vocational opportunities pertinent to the areas of student interest.

Present circumstances, and those in the foreseeable future, demand that the majority of our young men possess job skills and technical training in order to insure happy, successful work experience for themselves, and security for our way of life. Logic dictates that these facts hold extreme significance for the secondary school. Reason demands that the secondary-school educator take a close look at the program his school presents its young people to see if it measures up to the needs of these times.[5]

Educational work experience, according to Erickson and Smith,[6] is created either in the school or in the community to enrich a student's educational program. These authors list some of the outstanding guiding principles in planning work experience programs.

1. Work experience should be related as closely as possible to the total educational program of the student.

[5] William N. McGowan, "We Need More Vocational Education," *Bulletin of the National Association of Secondary-School Principals*, vol. 36, Washington, January, 1952, p. 15.

[6] Clifford E. Erickson and Glenn E. Smith, *Organization and Administration of Guidance Services*, McGraw-Hill Book Company, Inc., New York, 1947.

junior-high-school-age child.[3] The first imperative need related to adjustment follows:

Imperative Need Number 1. All junior high school youth need to explore their own aptitudes and to have experiences basic to occupational proficiency.

1. They need to explore various occupational fields and from the exploration to choose fields to pursue further.

2. They need to analyze their own personal interests and abilities.

3. They need experiences which will give insight into the world at work.

4. They need work experiences at home or elsewhere.

5. They need to have information regarding the activities and requirements of various occupational fields.

6. They need to learn about and practice safety in connection with occupations.

7. They need to grow in their ability to be accurate and to experience satisfaction in the completion of a job well done.

8. They need to learn to work effectively with others and to gain satisfaction from contributing to the welfare of the group.

9. They need to acquire certain skills which are basic to occupational success.

The first imperative need of youth, as outlined in the Ten Imperative Needs of Youth according to the booklet *Planning for American Youth*, had been given as:

All youth need to develop salable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life. To this end, most youth need supervised work experience as well as education in the skills and knowledge of their occupations.[4]

Many schools have as yet to develop this area to its fullest possibilities. Many schools have paid too little attention to the problems which the child will face when he suddenly needs vocational placement. Many boys and girls come to their junior or senior year with little idea of their occupational future. The school should

---

[3] *Handbook for California Junior High Schools*, Bulletin of the California State Department of Education, Sacramento, Calif., 18(2):6–7, 1949.

[4] Educational Policies Commission, *op. cit.*

2. Supervision by both school and employer should be well planned to assure progressive learning and sound guidance.

3. Adequate records of work experience should be kept by students, employers, and the school.

4. School and community services without pay should be encouraged as a part of work experience to develop student responsibility for community welfare.

5. Schools should take the lead in cooperating with and utilizing community resources in setting up a work-experience program.[7]

The significance of part-time work in the placement service is in helping students who might normally have to quit school because of economic necessity. They need help as much as do the drop-outs and graduates. Many students want help in getting part-time jobs just for spending money. Furnishing part-time workers is a valuable service for both students and employers.

The placement service as a part of the total guidance program is concerned with helping the student choose wisely and then begin working toward that goal. The guidance program is considered to be a set of resources aimed at bringing about an adjustment of the pupil. The program is designed to facilitate the entire school program and deals particularly with special problems of pupils. It works directly with pupil problems and needs, and provides data and services for the school staff so that the entire school program may be carried out in an effective manner. The guidance office keeps a complete record of the pupil's academic, social, personal, vocational, recreational, and extracurricular achievements. The guidance office tests individuals for an appraisal of their qualifications for placement. Some of the most widely used tests preceding placement are:

1. Mental examinations
   a. Wechsler-Bellevue Intelligence Scale
   b. Ohio State University Psychological Test
   c. A.C.E. Psychological Examination
   d. Otis Self-Administering Tests of Mental Ability
   e. California Test of Mental Maturity
   f. Army General Classification Test
   g. Stanford-Binet Scale

[7] *Ibid.*, p. 87.
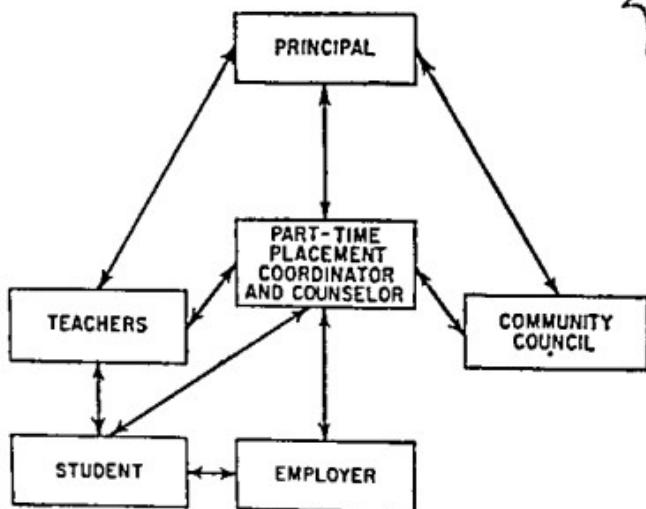
PLACEMENT ORGANIZATION FOR A SMALL SCHOOL
Figure 23.
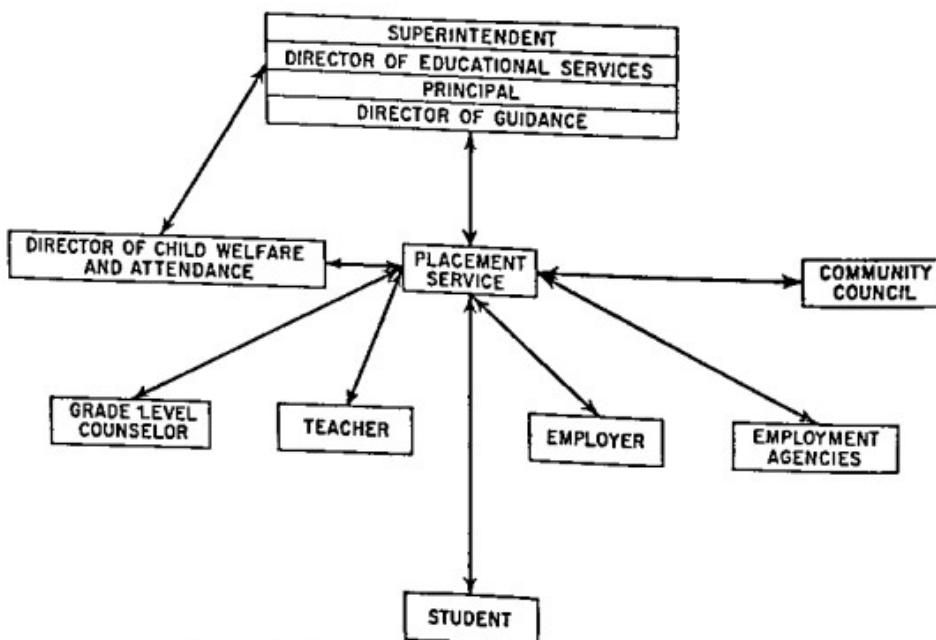
Figure 24. Placement organization for a large school

Every school subject can assist in the eventual vocational adjustment of the students taking that particular subject. In English, the teacher can advance the vocational growth of his students in several ways. When a pupil is taught to speak more effectively, he is adding materially to his general abilities, which later will be marketable themselves or will improve the marketability of his vocational skills. Persons in nearly all vocations use these general abilities.[*]

One of the most valuable vocational aspects of the social studies deals with the interrelationship of the geography of a region and its occupational life. Another vocational aspect of the social studies is concerned with the ways in which people of past eras and of different localities have earned their living, governed themselves, and carried on trade with other peoples. The study of the building of the pyramids, for instance, involves a consideration of the vocational problems of the people of ancient Egypt. A third vocational aspect of the social studies deals with such current matters as employment, wage, and income trends; relationships between incomes and consumer prices; and the features and values of the American free enterprise system.

Through mathematics, the teacher can show the role of quantitative thinking in such different occupations as farming, carpentry, retailing, and engineering. Thus pupils study mathematics in terms of its relationship to the vocational life out of which it grew and in which it is currently used.[*]

These are merely examples of what may be done by teachers in the several subjects. A student should understand the relationship of the subject he is studying to his field of work. The student who realizes that the subject he is studying is related to his vocational goal usually puts forth more effort in his study. The role that the nonacademic class plays in relation to occupational opportunities is obvious.

Service to the community is an important aspect of the placement service. It is the school's job to acquaint students with opportunities for community service, as well as to place them in lucrative jobs. Placement service can help both the worker and the community.

[*] Shirley A. Hamrin and Blanche B. Paulson, *Counseling Adolescents*, Science Research Associates, Chicago, 1950, p. 226.
[*] *Ibid.*, p. 227.

2. Interest inventories
   a. Strong Vocational Interest Blank
   b. Kuder Preference Record
   c. Occupational Interest Inventory
3. Personality tests
   a. Minnesota Multiphasic Personality Inventory
   b. Guilford-Martin Inventory of Factors GAMIN
   c. California Test of Personality
   d. Adjustment Inventory—Bell
   e. The Personality Inventory—Bernreuter
   f. An Inventory of Factors STDCR
4. Special aptitude tests
   a. Survey of Working Speed and Accuracy—Ruch
   b. Survey of Space Relations Ability—Case, Ruch
   c. Seashore Measures of Music Talents
   d. Purdue Pegboard
   e. O'Connor Finger Dexterity Test
   f. The Meier Art Tests: I, Art Judgment
   g. Test in Fundamental Abilities of Visual Art
   h. MacQuarrie Test for Mechanical Ability
   i. Test of Mechanical Comprehension—Bennett
   j. Minnesota Rate of Manipulation Test
   k. Ferson-Stoddard Law Aptitude Examination
   l. Engineering and Physical Science Aptitude Test
   m. Aptitude Test for Medical Schools
   n. Pseudo-Isochromatic Plates for Testing Color Perception

Follow-up is a vital part of the placement service. This phase of placement and re-placement has been covered in Chapter 8.

RELATION OF THE CURRICULUM TO PLACEMENT

Adapting the curriculum to the problems of the worker and to the skills needed in obtaining and holding a job successfully is a cooperative undertaking for the curriculum and placement offices. The director of the placement service should work cooperatively also with the various departments, and take the lead in pointing out how different subject areas can contribute to the job of making effective workers.

favorable position than any of these agencies since it knows the student and his abilities. In this chapter, stress is placed upon the school's place in operating a placement service and in recommending cooperation with other agencies. Bryan points out that placement is not a one-person or one-agency function:[11]

Placement services are a necessary adjunct to a fully operative program of work-experience education. Placement may be done by teachers, coordinators, counselors, or others. However, a department of placement and follow-up to coordinate and extend placement services is desirable. Essential services to be rendered by such an office include: coordination of school placement with business and industry, state employment offices, and other agencies; assistance in placement of graduates, drop-outs, and students who need employment help to remain in school; collection and dissemination of local occupational information which will be beneficial in training and placement; and participation in student surveys and follow-up studies which will be helpful in placement and in curriculum modification. This department might well operate in accordance with such basic underlying principles as the following: placement is an important and integral part of the counseling program; every student should receive the maximum education suitable to his interests and abilities before full-time occupational placement is considered; service to the student according to his individual needs should be the principal criterion for placement; and placement made in accordance with student interests and abilities often should lead to a permanent vocational choice.

Provisions have been made in various size schools to handle this problem:

1. A placement counselor or director in large schools might devote his entire time to contacting employers, aiding students in seeking employment, placing them in suitable jobs, and aiding them to make satisfactory adjustments on the job. One of his major contributions is in gathering pertinent information and in disseminating it to personnel involved in the placement service.

2. Some large cities have a centralized placement service organized to handle the needs of all youth.

[11] Joseph G. Bryan, "How Can the School Develop Placement Services and Work Experience Education for Youth?" *Bulletin of the National Association of Secondary-school Principals*, vol. 37, Washington, April, 1953, p. 33.

Kitch outlines other basic considerations related to the planning of a work placement program which include the following:[10]

1. The work placement services provided by a school should be developed in such a manner as to make the services known and available to all students.

2. The interest of all faculty members in the placement program should be encouraged. This can be done by occasional reports to the faculty on the number of placements made and the number of students desiring jobs. Faculty members can be encouraged to develop contacts with potential employers.

3. In a school of suitable size, a central placement office is needed where employers' calls can be received and where students interested in part-time or full-time employment can call regularly.

4. Placement on a job ought to be considered a part of the counseling process with all available information from student records being used to insure proper placement. A properly placed student constitutes an effective public relations measure, while an improperly placed student can result in much criticism of the school.

5. Work-experience programs will make placement easier. Experience indicates that many students placed on work-experience jobs remain as full-time employees following graduation from school.

6. Contacts between students and employers in connection with career conferences, field trips, and similar activities will result in placements later.

7. Time and effort invested in giving students experience in employment interviews and in filling out application forms will pay dividends in placements.

8. School placement programs should be carried on in cooperation with public employment services, employers, labor groups, and other interested community agencies.

WHO IS RESPONSIBLE FOR THE PLACEMENT SERVICE?

The responsibility for the placement service is still largely undetermined. Local, state, and Federal employment agencies certainly have more experience, more money, and more information on occupational opportunities. However, the school finds itself in a more

---

[10] Donald E. Kitch and William H. McCreary, "Improving Guidance Programs in Secondary Schools," *Bulletin of the California State Department of Education*, no. 19, December, 1950, p. 43.

Last name	First name	Address	Phone

Date of birth	Age	Grade	Type of course

FOR STUDENTS PRESENTLY EMPLOYED

Employed by: _____

(Firm or individual)   Address   Phone

Type of work: _____   Supervisor: _____

Hours of work: Mon......Tues......Wed......Thurs......Fri.......Sat.......Sun.......
                                          Total hrs. wk ....

Circle periods which you attend school: 1 - 2 - 3 - 4 - 5 - 6

FOR STUDENTS DESIRING EMPLOYMENT

Type of work desired: _____

When you could work: _____

After school, weekends, evenings only, etc.

Interests, qualifications, or experience _____

_____

Parent's or guardian's name _____   Phone _____

Student's Signature _____

Figure 25. Employment survey blank

Educational Placement

College admission requirements should be made available to students going on to college. Students should be scheduled into the proper courses to fulfill admission requirements. A list of colleges, universities, and trade schools, with a summary of their particular areas of specialization, should be readily available. Some counseling time should be available to insure good college placement.

Vocational Placement

Students should be scheduled into as many exploratory courses in junior high school as possible, to aid in the determination and selec-

3. In some of the smaller schools the functions of the placement service fall on the principal, department heads, or teacher coordinators.

Basic to any placement service is the part that teachers play. They cannot get away from the fact that they are all preparing the student for the field work.

The placement service should utilize all available facilities, for example, a druggist, the store manager, the shopkeeper, the commercial teacher, a doctor, and others. All these and others should be utilized in giving advice and information that will help the job seeker. In addition, the service should make available information concerning educational opportunities and admission practices of various educational institutions. The responsibility of business and industry for the preparation and provision of work experience for youth is gaining recognition. The large numbers and varieties of jobs, the complexity of our industrial society, and the need for intelligent citizenship present a challenge to the employer of youth today. The responsibility for teaching youth to face community problems affecting their own welfare and aiding them in finding the answers should be accepted by community organizations such as the YMCA, chambers of commerce, and service clubs.

PROCEDURES AND TECHNIQUES

The procedures and techniques in the school placement service should be based primarily on the facilities of the school, the provisions made for placement services, the size of the community, the sociological and economic aspects of the community, the types of organizations in the community, and numerous other factors. Each school must tailor its placement service to fit the needs of its own community.

Student Survey of Placement Needs

A survey of students should be made to establish the need for a placement service by determining the number of students already employed and the number of students desiring employment. The need often depends upon the type of community, size of school, class of students, cooperating placement agencies, and other factors. Figure 25 illustrates a useful employment survey blank.

————————— PERMIT TO WORK —————————

Date of Issuance   Date of Expiration
on Saturdays and during Regular Vacation from School

EMPLOYER:

NOTE   Minor's   Age   and
Proof THEN read on back
of card:
Ages 12 and 13—Par. I
  "   14 and 15—Par. II
  "   16 and 17—Par. III
ALSO read Par. IV

—————OVER—————

Name .... Sex ....

Address .... Age

Birthdate .... Proof ....

School Name ....

SCHOOL DISTRICT: ....

Signature ....

Title
CALIFORNIA STATE DEPARTMENT OF EDUCATION   FORM P.S A. 6

Par. I.   The Fair Labor Standards Act of 1938 (F.L.S.A.-1938) prohibits all
employment of minors UNDER 14 years of age in industries subject to this Act.
PAR. II.   Certain jobs may be held by minors 14 and 15 years old in industries
subject to F.L.S.A. (40 hour week limit). It is the employer's responsibility to
check on legality of jobs. (Also see Par. III.)
Par. III.   Industries subject to F.L.S.A.-1938 may not hire a minor whose permit
does not show one of the following as proof of age: Certificate of Birth or Bap-
tism, Insurance Policy, Bible Record (or other document), Passport, or the com-
bination of School Record and Affidavit.
Par. IV.   Minors under 18 years may not work more than 8 hours per day or
48 hours per week, nor before 5 a.m. or after 10 p.m.
    ALL occupations dangerous to life and limb or injurious to health or morals
are prohibited for minors UNDER 16 years.

Minor's Signature ....
                                                                       SPO

Figure 27. Sample of work permit

appraisal of the student's work experience for each grading period is
a necessity for proper evaluation. A form for this purpose is repre-
sented in Figure 29.

The employer should always notify the placement service when
employment is terminated. The form shown in Figure 30 can be used
for this purpose.

tion of a satisfactory vocation. Community agencies should be solicited to help youth by volunteering services for consultation, speaking engagements, assemblies, or by help to individuals. A compilation of opportunities and job requirements should be made available for use in the placement office. Bulletin boards, student newspapers, and various other media should be employed in making students aware of vocational opportunities and placement services. The placement service should handle work permits such as the ones represented in Figures 26 and 27.

Figure 26. A typical work permit

Record of student work. A careful record of a student's work experience should be kept in his cumulative record. Figure 28 represents a form which is used by one school.

Work Experience

A thorough investigation of local, state, and national regulations and laws should be made before any part of the work-experience program is initiated. Any forms necessary to carry on this program should be devised or secured by the placement office. A program of job tryouts for orientation into the field of work might prove worthwhile. An

Employee	Grade	Age	School	Job title	Total hours per week
Firm name		Firm address	Work period reported	Date of employment	Termination date
			Quarter ending	·	
What is the QUALITY of this employee's work?	Very accurate, excellent workmanship	High-grade work; makes few errors	Work is average	Inaccurate, careless, low-grade work	Very careless; makes inexcusable errors; poor work
What is the QUANTITY of this employee's work?	Unusual volume; superior producer	Volume above average; energetic producer	Acceptable volume; average producer	Volume below average; frequently kills time	Volume limited; loafs on job
How is this employee's COOPERATION with workers and supervision?	Very cooperative; fine team worker; takes direction exceptionally well	Cooperative; good team worker; takes direction well	Fair team worker; takes direction fairly well	Indifferent to welfare of group; sometimes ignores direction	Uncooperative; ill-natured; resents direction
How is this employee's ATTENDANCE at work?	Good Fair Poor	Remarks: Reported by:			

Figure 29. Report on student worker

183

Last name	First	Home Address		Phone	
Age Grade	Date of birth	Proof		Soc. Sec. No.	
Parent or guardian		Business address		Phone	
Name of employing firm			Address		
Supervisor		Dept.		Phone	

SCHOOL PROGRAM				ABSENCE	
Subject	Teacher		Room	School	Work
1.					
2.					
3.					
4.					
5.					
6.					

Kind of work: Date of Employment:

WORKING HOURS — School days _____ Saturdays _____ Sundays _____

Termination date_____ Reason _____

GRADES	1	2	Sem.	3	4	Sem.
Quality						
Quantity						
Cooperation						

Credits granted _____ Grade_____

By _____ Date_____ .

Record of work experience

Figure 28. Student work record

Part-time work. Application forms should be made available in conformance with local, state, and national regulations concerning employment of minors. A survey should be made of students desiring part-time employment during the summer months, vacation periods, and before and after school hours. This service of the placement bureau should be publicized to bring about a response from all available sources of part-time employment. The use of a form similar to the one represented in Figure 31 is recommended.

Figure 31.

NOTICE OF TERMINATION OF EMPLOYMENT

Date_____

This is to certify that_____(name of employee)

whose last known address was _____

left our employ on _____(date). Serial No. of work permit_____

Permit issued by _____

His work was _____ was not . satisfactory.

Remarks: _____

_____

_____

[SIGNED]_____
(Person, firm or corporation)

By_____

INSTRUCTIONS FOR USE OF THIS FORM: To be mailed within five (5) days after employment ceases, to the issuing authority whose name appears on the work permit OR to the school listed on the work permit, as checked below.

Return to issuing authority ☐   Return to school ☐

(When returned to school the contents are to be posted in the register's office and on the pupil's work record sheet, and the card returned to the Work Permit Section, if the school district is so organized.)

This form may be used as a postcard if desired, by placing address and 2¢ stamp on reverse side.

60119 A 82 02M SPO

Figure 30.

CURRICULAR OFFERINGS

Field trips might be a worthwhile experience growing out of a course in occupations. A portion of the library facilities should be set aside for information on various aspects of the placement service. These materials might well be used by students in preparing English reports, social studies projects, or in seeking information related to a particular field. Biographical materials have been a powerful influence in determining future objectives, goals, and standards for the individual. Interviewing men and women in the fields of the student's interest is a part of a unit in any of the subject fields.

The provision for role-playing as an instructional device might well be the start of an interest in a particular field for some student. The use of speech students in classrooms or in assemblies is an excellent method of stimulating interest in vocational placement. The use of audio-visual aids presenting information on all phases of occupations cannot be minimized. Job-getting conferences (conducted by authorities or persons in the area) on "do's and don'ts" for the job seeker are worthwhile. Units in occupations are usually offered by most schools.

each applicant interviewed on forms devised by the placement office, as an indication of the need for possible guidance in the weaker areas. Self-evaluation sheets may prove invaluable to the conscientious job seeker as an aid to self-improvement. The above functions indicate that even though there may be a director of placement, many other persons in the school and community should compose the total personnel of placement service.

SELECTED BIBLIOGRAPHY

Baer, Max F., and Edward C. Roeber: *Occupational Information, Its Nature and Use,* Science Research Associates, Chicago, 1951.

Brasted, F. Kenneth: "An Evaluation of the Counseling Services of Our Schools by Business and Industry," *Bulletin of the National Association of Secondary-school Principals,* 37(193):31–33, Washington, 1953.

Bryan, Joseph G.: "How Can the School Develop Placement Services and Work Experience Education for Youth?" *Bulletin of the National Association of Secondary-school Principals,* 37(194):31–33, Washington, 1953.

Christensen, Thomas E.: *Getting Job Experience,* Life Adjustment Booklet, Science Research Associates, Chicago, 1947.

Corre, Mary P.: "What Student Personnel Services in the Secondary Schools?" *Bulletin of the National Association of Secondary-school Principals,* 36(186):194–197, Washington, 1952.

Douglass, Harl R. (ed.): *The High School Curriculum,* The Ronald Press Company, New York, 1947.

EgginK, Leroy: "Setting Up a Job Placement Bureau for Urbana High Schools," unpublished master's project, University of Southern California, Los Angeles, 1950.

Erickson, Clifford E., and Glenn E. Smith: *Organization and Administration of Guidance Services,* McGraw-Hill Book Company, Inc., New York, 1947.

"A Framework for Public Education in California, 1950," *Bulletin of the California State Department of Education,* vol. 20, no. 6, Sacramento, Calif., November, 1950, pp. 5–7.

Frankel, Alice Helen: *Handbook of Job Facts,* Science Research Associates, Chicago, 1948.

Gannon, Joseph Francis: "Placement and Follow-up in the Public Secondary Schools of California," unpublished master's thesis, University of Southern California, Los Angeles, 1933.

COMMUNITY ACTIVITIES

A community council consisting of representatives from a variety of agencies such as schools, service clubs, labor groups, and business and religious associations plays a vital part in any placement service. A job survey should be made available to the students. A survey of activities where students can be of service to the community should be made. A directory of public and private employment agencies should be maintained by the placement service. The organization of a Career Day[12] involving participation by leaders in the various occupational fields has proved very valuable to both students and participants and is an excellent device for public relations.

PLACEMENT PERSONNEL

A comprehensive testing program should be conducted to determine a student's interest, aptitude, and ability. The school should be placed on the mailing lists of city, state, and Federal civil service announcements. Visits should be made by the placement director to local, state, and commercial employment agencies to establish a working relationship. A list of local concerns should be notified of youth available for employment. All media of communications should be used in advertising the program. All records, such as registration cards, cumulative records, employer and employee forms, appraisal forms, surveys, and pertinent data in connection with the placement service should be kept up to date. The proper organization of this service is extremely important to efficient operation of the placement office. Employers should be given request-for-help forms to simplify the process of obtaining satisfactory employees. A report of each student's interview should be submitted to the placement office on a standardized form as a record of acceptance or rejection by the employer and as an indication of possible need for further guidance and counseling. A form letter of introduction containing personal data about the applicant should prove very helpful to both the employee and employer. The employer should submit a completed personal rating form for

¹² Emery Stoops, *Suggestions for Career Day*, Los Angeles County Schools, Monograph 15075, Los Angeles, 1947.

Planning for American Youth, 1951: An Educational Program for Youth of Secondary School Age, Revised Edition, Educational Policies Commission, National Education Association, Washington.

Reuther, Walter P.: "Labor's Stake in the Education of Youth," *Bulletin of the National Association of Secondary-school Principals,* 35(178): 218–223, Washington, 1951.

Stoops, Emery: *Suggestions for Career Day,* Los Angeles County Schools, monograph 15075, Los Angeles, 1947.

Traxler, Arthur E.: *Techniques of Guidance,* Harper & Brothers, New York, 1945.

Vancott, Harrison H.: "The Junior High School in America's Educational Program," *Bulletin of the National Association of Secondary-school Principals,* 29(130):10–11, Washington, 1945.

Wright, Barbara H.: *Practical Handbook for Group Guidance,* Science Research Associates, Chicago, 1948.

Yale, John R.: *Occupational Information Library,* rev. ed., Science Research, Associates, Chicago, 1944.

Yeager, William A.: *Administration and the Pupil,* Harper & Brothers, New York, 1949.

time, just so the guidance worker should employ follow-up as a continuing diagnosis of a continuous educational process.

Benefits of Guidance Follow-up

A good follow-up program will help the pupil while he is in school by helping him to make increasingly better adjustments. When the educational prescription is made for a pupil after diagnostic testing, a follow-up should be made to check on the results of the prescription. A further prescription should then be made to insure the child's continuing growth and adjustment. If the prescription is failing while the pupil is still in school, changes should be made in the instructional program to fit the needs of the learner. Such an in-school follow-up program will do much to diminish the number of drop-outs.

Out-of-school follow-up studies may not benefit those who have already gone through their school experience, but proper interpretation of findings will help administrators and curriculum makers to better adjust instructional offerings to the needs of students still in school. If the follow-up program has proper breadth, it will serve to encourage students who have gone into business and industry by letting them know that their school is following their careers and will offer additional help in the form of postgraduate guidance and adult education. In general, the follow-up program benefits both students in school and out-of-school workers, as well as improving instruction.

IN-SCHOOL FOLLOW-UP

There are many types of in-school follow-up in guidance. When group tests are given, it is not enough to record the results on cumulative record cards and tuck them away safely in the files. Follow-up procedures should utilize all test results to the maximum for the benefit of the individual. After each counseling interview, the counselor should not assume that his client will carry out the mutually determined recommendations of the interview 100 per cent. Some cheerful and carefree clients shake off the advantages of the counseling interview and remain as maladjusted as ever, unless the counselor takes the initiative to see that something happens. Strang[2] believes that the

[2] Ruth Strang, *Counseling Techniques in College and Secondary School*, rev. ed., Harper & Brothers, New York, 1949, p. 14.

CHAPTER 8

Follow-up in Guidance

An important objective of education is to encourage and adequately equip each student to succeed at the highest level of which he is potentially capable. It is now recognized that the responsibility of the school does not terminate at graduation, but continues as aid and encouragement to the student when he takes his place in the community.

Follow-up guidance is not confined to students who leave school by graduation or drop-out. Pupils in the elementary school who have received guidance service, particularly guidance service of a special nature, should have some follow-up attention to test how well the guidance service has worked. Further and continuing adjustment should occur as a result of follow-up. Follow-up, then, applies to in-school and out-of-school situations.

WHAT IS FOLLOW-UP?

Erickson defines follow-up as a service intended to secure information about former pupils, and to provide continuing services for pupils after they leave school.[1] The term follow-up, as used in this chapter, is more comprehensive. It applies to a recheck on the effectiveness of in-school guidance services, as well as a recheck on the school's instructional program after the student has terminated his school experience.

Follow-up, when applied to both in-school and out-of-school situations, becomes a technique for evaluating the appropriateness and adequacy of the instructional program while in process, as well as after completion. Just as a physician rechecks his patient from time to

[1] Clifford E. Erickson, *A Basic Text for Guidance Workers,* Prentice-Hall, Inc., Englewood Cliffs, N.J., 1947, p. 9.

190

time, just so the guidance worker should employ follow-up as a continuing diagnosis of a continuous educational process.

Benefits of Guidance Follow-up

A good follow-up program will help the pupil while he is in school by helping him to make increasingly better adjustments. When the educational prescription is made for a pupil after diagnostic testing, a follow-up should be made to check on the results of the prescription. A further prescription should then be made to insure the child's continuing growth and adjustment. If the prescription is failing while the pupil is still in school, changes should be made in the instructional program to fit the needs of the learner. Such an in-school follow-up program will do much to diminish the number of drop-outs.

Out-of-school follow-up studies may not benefit those who have already gone through their school experience, but proper interpretation of findings will help administrators and curriculum makers to better adjust instructional offerings to the needs of students still in school. If the follow-up program has proper breadth, it will serve to encourage students who have gone into business and industry by letting them know that their school is following their careers and will offer additional help in the form of postgraduate guidance and adult education. In general, the follow-up program benefits both students in school and out-of-school workers, as well as improving instruction.

IN-SCHOOL FOLLOW-UP

There are many types of in-school follow-up in guidance. When group tests are given, it is not enough to record the results on cumulative record cards and tuck them away safely in the files. Follow-up procedures should utilize all test results to the maximum for the benefit of the individual. After each counseling interview, the counselor should not assume that his client will carry out the mutually determined recommendations of the interview 100 per cent. Some cheerful and carefree clients shake off the advantages of the counseling interview and remain as maladjusted as ever, unless the counselor takes the initiative to see that something happens. Strang[2] believes that the

[2] Ruth Strang, *Counseling Techniques in College and Secondary School*, rev. ed., Harper & Brothers, New York, 1949, p. 14.

counselee in many cases is not helped to the point where he makes a good adjustment unless sufficient follow-up is made. This sometimes results in a series of interviews. Strang also points out that "follow-up studies of individuals who have been counseled are essential to an evaluation of the counseling process."[3]

In-school follow-up is especially important with respect to case studies. When a pupil is sufficiently maladjusted to need special study, the study, per se, is practically useless unless followed by continuing restudy and readjustment of his environment. One school reported recently on a pupil who had been the object of five special case studies; three of these had been made in different schools, and the succeeding schools were not aware that earlier studies had been made. The five studies had done little to help the pupil, because appropriate follow-up was lacking. In contrast, other schools make one study and then progress into follow-up procedures instead of repeating individual testing and home interviews without going beyond the diagnostic stage.

A County-wide In-school Follow-up Program

The Los Angeles County Superintendent of Schools' Division of Research and Guidance maintains a staff of a director, three secondary consultant psychologists, and thirteen elementary consultant psychologists who, as part of their service to school districts, make special studies of children with severe problems. Much of the routine data called for is supplied by the school. The psychologist from the county office, or a psychometrist in the school district, does the individual testing. Following testing and the assembling of needed data, a case conference composed of the county consultant and personnel responsible for the child's adjustment is held to determine causes of the maladjustment and to plan a workable solution.

Case Study Follow-up Needed

Even though the case study may be a model of perfection, the child is apt to slip back into his old tendencies toward maladjustment unless continuing follow-up keeps him on the right track. Just to be sure that schools remember the child and his problem, the Division of Research and Guidance sends the form listed as Figure 32 to the

[3] *Ibid.*

PROGRESS REPORT

School _____

District _____

Pupil's name _____ Birthdate _____ Sex _____

Pupil's address_____
    Street or route   City-town

Original reason for the Special Study:

Is this pupil now enrolled in your district?   Yes _____ No _____

If not, to what district has he transfered?_____
                                        School   District

Has the report of the Special Study been sent to the new school? Yes_____ No_____

---

1. How has the pupil's behavior, adjustment and achievement improved?

2. What has been done to help the pupil?
    a. Physical care:
    b. School planning for the pupil's needs:
    c. Change in home conditions:

3. Please describe the pupil's present needs:

4. Is there a need for further study by the Research and Guidance Coordinator?
    Yes_____ No _____

                        _____
                        Signature of person completing form

                        Position _____ Date _____

Figure 32. Outline for special study follow-up

schools from time to time, as a means of helping them check on the
child's progress and make necessary changes in his program.

When the follow-up form listed as Figure 32 is examined by the
consultant psychologist, plans are made to recheck the pupil if his
progress is not satisfactory. If he is reported as making satisfactory
progress, another follow-up form is sent to the school at a later time.

By following up the pupil's progress systematically, lapses into maladjustment are diminished and greater progress is made toward normal achievement in the school program.

Many more examples could be cited of in-school follow-up of guidance services. Most authors have given chief stress to out-of-school follow-up, but later thinking in the field demands much greater attention to techniques which keep the pupil growing to his maximum in the direction beneficial to society while he is still in school. Among the new developments in follow-up procedure is the parent conference which supplements formal report cards. This type of follow-up is concerned chiefly with the pupil's achievement and seems to work best at the elementary level. Its unique distinction is that it combines the efforts of parents and teachers toward the encouragement and guidance of the pupil's efforts in working up to his capacity. The parent conferences, to work successfully, must be scheduled in a series, since one parent conference is not sufficient to solve all of the pupil's educational needs. In this sense, succeeding conferences are a part of the in-school follow-up program.

OUT-OF-SCHOOL FOLLOW-UP

There are many types of out-of-school follow-up. One school in Ohio had the freshman class send postal cards to recent graduates, as a means of making a brief follow-up study and getting occupational information. Another school in Texas had students who were taking the vocational unit interview the businessmen of the community to find out what prevocational training they expected from the school. Still another school in Washington made an elaborate study of each student in its last year's class and repeated the study for the same class after five years. A fourth school, which was visited by one of the authors in New York state, made a follow-up of every tenth student who graduated on even years. Several school systems and one county in California have made recent studies of those who leave before graduation.

Who Should Make the Study?

The authors' survey of seven Western states indicated that counselors, guidance committees, business education teachers, and others

usually make the follow-up studies, but follow-up studies may be made also by administrators, teachers, librarians, placement officers, and the students themselves. Practices vary from school to school concerning the delegation of responsibility for a follow-up study. In all cases, however, the principal is finally responsible for seeing that the studies are made and that proper use is made of the findings. Of most importance, all certificated personnel should use data revealed by the follow-up study.

Who Should Be Studied?

As indicated above, there are many types of follow-up studies and they differ not only in techniques but with respect to the class of student studied. Some schools have confined their follow-up study to those who have gone on to higher education. Others have specialized in students who have gone into the world of work. Studies have been made of homemakers. Recently more emphasis has been given to a follow-up study of those who have entered military service. Good results have been secured from limited studies of the post-high-school unemployed and the unemployable. Revealing facts have been secured by follow-up studies of delinquents. In general, it is safe to conclude that when possible, a school should study all school leavers, drop-outs as well as graduates. If all school leavers cannot be studied, a sampling process is satisfactory, provided the school's enrollment is large enough for the sample to give a good cross section. The determination of who should be studied depends upon the objectives of the school and the particular information needed at the time.

Limited Follow-up Studies

If the objective of the follow-up is to secure specific information to improve a limited phase of the school's program, then the partial follow-up study is satisfactory. For example, the English department may have launched upon a two-year curriculum revision of all English classes. In this case, the school can secure valuable data by checking the effectiveness of the several aspects of English instruction for both graduates and nongraduates. Another type of limited study would be to correlate truancy and lack of achievement with later delinquency records.

Purposes of the Out-of-school Follow-up

The out-of-school follow-up may have many purposes, particularly if the follow-up study is limited to a narrow aspect of the school's program. If the follow-up is general, the following purposes are usually apparent:

1. To encourage graduates to feel the security which results when a school continues to seek the advancement and satisfaction of its alumni
2. To analyze the effectiveness of the several curricula
3. To secure occupational information
4. To secure data for curriculum revision
5. To secure data for the prevention of school drop-outs
6. To train students in the needs of community enterprises
7. To offer citizenship training that makes for satisfied and adjusted members of the community
8. To offer proper postgraduate guidance and adult education

Techniques for Follow-up Studies

Among the follow-up techniques which schools have found successful are:

1. Questionnaires to former students
2. Questionnaires to employers
3. Interviews with former students
4. Interviews with employers
5. A study of former students in directories and personnel records
6. Studies of former students at homecoming time
7. Reports from institutions of higher learning
8. Other techniques

Questionnaires to employees and employers. Questionnaires are of many types: very brief, very long, a check list, or blanks that require considerable writing. Many schools provide medium-length questionnaires, wherein many items may be checked. Some provision should always be made for the student to write responses that cannot be presented in the check-list section. The form listed as Figure 33 is an ex-

Your high school is interested in knowing what graduates are now doing and how well the high school program is meeting present needs. To obtain the information needed, we are sending this form to you as a representative alumnus. The care with which you answer these questions will determine the value of this study. Since your name will never be associated with your answers, it is not necessary for you to sign this questionnaire; however, if you wish, you may do so.

1. Where do you live? _____
                         City   State

2. Are you:
          (Circle one number)
             1. Single?
             2. Married?
             3. Divorced, separated?
             4. Widowed?

3. Do you have children? (Circle Yes or No.)   Yes   No

4. Indicate what schools you attended before entering senior high school.
          1. Elementary
          2. Junior High School

5. What are you now doing? (Please circle one or more numbers.)

          1. Working for pay, full time
          2. Working for pay, part time
          3. In school, full time
          4. In school, part time
          5. Housewife
          6. In business for self
          7. In armed forces
          8. Not working but looking for job
          9. Not working and not looking for job
         10. Other _____

6. If you are employed, what is your occupation? (Do not answer if you are a house-wife or a full-time student.) _____

   Just what do you do? _____

7. Should the high school offer more training in the type of work you are now doing?
                         (Circle 1, 2, or 3.)
             1. Yes   2. No   3. No opinion

8. What education beyond high school have you had or are you now getting? Include correspondence courses, trade or business school and apprenticeship, as well as junior or city college, college, or university.

   Name of school   Length of attendance   Preparing for what?
   _____
   _____
   _____

9. What college degree or certificate, if any, have you earned?
   _____
   _____

Figure 33. A follow-up study of high school graduates

IN QUESTIONS 10 AND 11, FOR EACH ITEM THAT YOU RATE

Example

Very Helpful, circle 1.......... ① 2 3
Helpful, circle 2............... 1 ② 3
Little or No Help, circle 3..... 1 2 ③

10. In your opinion how helpful was the preparation that your high school gave you for:

	Very Help-ful	Help-ful	Little or No Help
a. Reading for enjoyment?	1	2	3
b. Developing a satisfying personal hobby?	1	2	3
c. Taking an interest in the duties of citizenship such as voting, campaigning, reading about matters of public or political interest?	1	2	3
d. Appreciating and understanding activities in the field of dramatics, music, or art?	1	2	3
e. Enjoying and participating in social activities such as dances, parties, or other group gatherings?	1	2	3
f. Enjoying sports as a spectator?	1	2	3
g. Taking part in sports?	1	2	3

11. When you think back over the time you went to high school, how would you rate the help you received from your teachers and counselors in each of the areas listed below?

	Very Help-ful	Help-ful	Little or No Help
a. Selecting subjects while in high school................	1	2	3
b. Planning for your life work (vocational guidance).......	1	2	3
c. Preparing for college (meeting requirements for admission, etc.)..	1	2	3
d. Learning how to go about getting a job.................	1	2	3
e. Discovering your abilities, interests, and weaknesses...	1	2	3
f. Learning how to solve problems of a personal kind (relationships with other people, worries, home problems, etc.)..	1	2	3
g. Preparing for successful marriage	1	2	3
h. Taking care of your health.............................	1	2	3
i. Using your money wisely	1	2	3
j. Selecting activities that interested you (athletics, clubs, dramatics, etc.)..............................	1	2	3

12. How often do you take part in the activities listed below? (Circle 1 for Often; 2 for Sometimes; 3 for Never.)

	Often	Some-times	Never
a. Read books or magazines for pleasure	1	2	3
b. Engage in a hobby such as woodwork, stamp collection, etc.	1	2	3
c. Discuss matters of good government or civic improvement with your friends or associates	1	2	3
d. Attend, listen to, or take part in musical, artistic, or dramatic activities	1	2	3
e. Attend social activities such as parties, dances, or other group gatherings	1	2	3
f. Listen to or attend athletic games	1	2	3

Figure 33. Continued

g. Take active part in a sport such as golf, tennis, etc...   1   2   3

13. What is your chief recreational or leisure time activity?

<div style="text-align: center">(Name only one.)</div>

14. As you look back over your high school experiences, do you think high school fraternities and sororities are desirable?

<div style="text-align: center">(Circle 1, 2, or 3.)</div>

<div style="text-align: center">1. Yes   2. No   3. No opinion</div>

Please comment: _____

BELOW IS PRINTED A LIST OF SUBJECTS. MOST OF THESE WERE AVAILABLE TO YOU WHILE YOU WERE IN HIGH SCHOOL. USE THIS LIST OF SUBJECTS IN ANSWERING QUESTIONS 15 THROUGH 19.

ART
1. Costume design
2. Crafts
3. Drawing and painting
4. Home and community planning
5. Stagecraft

COMMERCIAL
6. Bookkeeping
7. Business English
8. Commercial arithmetic
9. Commercial law
10. Office appliances
11. Salesmanship
12. Shorthand
13. Typing

ENGLISH
14. Creative writing
15. Dramatics
16. English II, III
17. English IV
18. Grammar and composition
19. Journalism
20. Public speaking

LANGUAGE
21. French
22. German
23. Latin
24. Spanish

HOMEMAKING
25. Clothing
26. Clothing selection
27. Child care and home nursing
28. Foods
29. Home management
30. Personality development

INDUSTRIAL ARTS
31. Architectural drawing

32. Auto electrics
33. Auto essentials
34. Auto mechanics, trade
35. Aviation
36. Electric shop
37. Forge and welding
38. General metal
39. Machine shop
40. Mechanical drawing
41. Printing
42. Sheet metal
43. Wood shop

MATHEMATICS
44. Algebra
45. Arithmetic
46. Geometry
47. Trigonometry

MUSIC
48. Band or orchestra
49. Harmony
50. Music appreciation
51. Glee club or choir

PHYSICAL EDUCATION
52. Physical education
53. Team sports
54. Rhythms

55. MILITARY SCIENCE

SCIENCE
56. Biology
57. Botany
58. Chemistry
59. Photography
60. Physics
61. Physiology
62. Practical science
63. Zoology

<div style="text-align: center">Figure 33. Continued</div>

6. Religious uncertainties or disagreements
7. Marriage problems
8. Own or family health problems
9. Money problems
10. Other_____

22. In your opinion, should the high school have assumed more responsibility for help-
ing you prepare to solve the problem you checked in item number 21?

(Circle 1, 2, or 3.)

1. Yes   2. No   3. No opinion

DO NOT ANSWER QUESTIONS 23 THROUGH 25 IF YOU ARE A FULL-
TIME STUDENT OR A HOUSEWIFE--GO ON TO QUESTION 26.

23. Before you left the senior high school, did you plan to enter your present type
of work?   (Circle Yes or No)   Yes   No

24. Was training beyond the high school necessary for the type of job you now hold?
         Yes   No

25. Is your present job one that gives you: (Circle 1, 2, or 3.)
1. Much satisfaction and enjoyment?
2. Some satisfaction but no more than you would get
from many other types of work?
3. No satisfaction?

26. Please write below any suggestions you may have for the improvement of your high
school with respect to subjects offered, extracurricular and social activities,
guidance available, etc.

_____

_____

_____

If you need additional space for writing, use an extra sheet of paper.

THANK YOU FOR YOUR HELP AND COOPERATION.

Figure 33. Continued

ample of an attractively printed blank which was used by Long Beach Public Schools in 1950. Another example of a follow-up form which was used by a medium-size high school, is listed as Figure 34.

Some modification of the forms shown in Figures 33 and 34 may be made for use with employers. It is important, when possible, to reduce employer questionnaires to the check-list type for economy of time in answering. In all cases, the form should be tailored to fit the requirements of the specific follow-up study.

Administering the follow-up questionnaire. Some cautions should be observed when administering the follow-up questionnaire. Before sending it to all graduates for the first time, the questionnaire should be given a pilot run with a few selected former students. They should be asked to comment as to whether the items on the questionnaire were clear, whether it included all of the significant items necessary, and whether it asked questions which they could answer. When these pilot questionnaires are returned, the school should tabulate them to see whether or not significant information has been obtained. The questionnaire should be revised in the light of the former students' suggestions and to overcome weaknesses revealed in its trial use.

Interview techniques in follow-up. In many respects, the interview is a questionnaire administered orally. It has the added advantage, however, of permitting the respondent to communicate his ideas without having them regimented by a check list. He may also ask questions for clarification. Even where the questionnaire is to be the chief means of gathering information about former students, graduates, and non-graduates, it should be supplemented by a few sample interviews. The interviews should occur before the questionnaire is sent out, as a check upon the completeness and validity of the questionnaire.

When interviews are used as any significant part of the follow-up study, a list of written questions should be prepared by the interviewer. This will save the time of the one being interviewed and will guarantee more complete coverage of needed information. In all cases, some free time should be available for "off-the-cuff" expression by the person being interviewed. The interviewer will do well to set down some of the most important points revealed in the interview before they become dim in his memory. The interview should sample employer opinions and open up avenues for the placement of future high school graduates.

Your Name:
Mr.
Miss
Mrs. _____

(If Mrs. give your maiden name here: _____)

Permanent Address: _____
(This is the address through which we can be sure of reaching you at any time.)

1. Are you   A.____Single   C.____Divorced or separated
           B.____Married   D.____Widowed

(Check one of these)

(If married, how many children do you have?_____)

2. What are you doing now? (Check one or more.)

A.____Working for pay, full-time   H.____Not working, but looking
B.____Working for pay, part-time   for a job
C.____In school, full-time   I.____Not working, not looking
D.____In school, part-time   for a job
E.____Housewife   J.____Other (Please describe.)
F.____In business for self
G.____In armed forces   _____

3. Please list below any additional education you have had since leaving high school.
(Include correspondence courses, private lessons, trade school, business training,
apprenticeship, jr. college, college, university, or any other type of education.)

Name of School	Course Taken	Date Entered	Months Spent	Diploma or Degree

4. What vocation did you select as your lifework when you were in high school?

5. Which of the following helped you most in making this selection, and in making
plans for getting an education or vocational training? (Check one or more.)

A.____My parents   G.____Working on the job
B.____Other relatives   H.____I never had any help
C.____My friends   I.____A school subject
D.____My teachers   (_____)
E.____My principal   J. Other:_____
F.____My counselor   _____

6. In what way could the high school have helped you more in getting started in your
lifework? ----

7. If you dropped out of high school before graduation, this is a very important
question. (In fact, it's the most important point in the whole questionnaire for
us.)

Figure 34. Following up our former students—Maricopa High School

Will you tell us very frankly the _real_ reason or reasons why you left high school? Your honest answer will help us to improve our high school, so let's have the truth straight from the shoulder. Some students leave high school because of financial need, ill health, dislike of school in general or some person in particular, failure in school work, desire to go to work, marriage, or change of residence (moving out of the district). Please think through your own experience and give the real reasons why you dropped out.

_____

_____

_____

_____

8. We would like to know how you rate the HELP your high school gave you in the following problems. (Please check-mark the proper column for each item.)

| | The High School Helped Me | | | |
Problem	A great deal	Some-what	Little or none	I'm not certain
A. Using your spare time	___	___	___	___
B. Taking care of your health................	___	___	___	___
C. Taking part in community and civic affairs	___	___	___	___
D. Marriage and family affairs..............	___	___	___	___
E. Getting a job.............................	___	___	___	___
F. Getting along with other people..........	___	___	___	___
G. Preparing for further education..........	___	___	___	___
H. Understanding your abilities & interests..	___	___	___	___
I. Ability to read well......................	___	___	___	___
J. Using good English.......................	___	___	___	___
K. Using basic mathematical skills..........	___	___	___	___
L. Using your money wisely..................	___	___	___	___
M. Conducting your own business affairs......	___	___	___	___
N. Thinking through problems................	___	___	___	___

9. Can this high school be of further service and help to you? If so, please tell how on the lines below:

_____

_____

_____

(Only those who have been working since leaving high school need to answer the rest of our questions.)

If you have been working since leaving high school,

10. Please describe the jobs you have held since leaving high school:

Employer (or firm)	Title of Job (or kind of work)	Date You Started	Months on Job	Approximate Weekly Wage

Figure 34. Continued

204

11. To what extent has your high school training helped you on your present job?

    A._____ A Great Deal.   B._____ Some.

    C._____ Little or None.   D._____ Not Certain.

12. Have any specific high school courses or activities been of special value to you on your present job? (Check the blanks of those which have helped.)

    A._____ English   I._____ Science

    B._____ Speech   J._____ Being class officer

    C._____ Bookkeeping   K._____ Student-body officer

    D._____ Typing   L._____ High-school hobby

    E._____ Business Math   M._____ Agriculture

    F._____ Shop subjects   N._____ Homemaking

    G._____ Physical Education

    H._____ Sports   (Write in other courses)

                                        _____

13. In what ways could your experience in this high school have been more helpful to you?

_____

14. In what ways could you have helped yourself better during your high school career?

_____

15. Which of the following helped you most in getting your first steady job after leaving high school? (Please check one or more.)

    A._____ Parents or relatives   E._____ School (teacher, counselor,

    B._____ Friends   or other person)

    C._____ Newspaper ad   F._____ My own efforts

    D._____ Public employment   G._____ Other_____

             agency

16. Where was the knowledge or training needed in your present job gained? (Check one or more.)

    A._____ High school   D._____ Other job experiences

    B._____ College   E._____ At home

    C._____ My hobbies   F._____ On-the-job training

        THAT'S ALL -- AND THANK YOU FOR YOUR HELP AND COOPERATION

Figure 34. Continued

A letter accompanying the questionnaire. A good letter accompanying the questionnaire should seek the help of the person addressed, explain the purpose clearly, and ask for a prompt reply. The letters should be personal, informal, and composed by someone acquainted with the former student, if possible. Many authorities recommend that a reminder letter be sent at the end of one, three, or five weeks. The letters should always make the recipient feel important in the undertaking and thereby improve the school's public relations.

Other follow-up techniques. Other follow-up techniques such as a study of directories, homecoming groups, and reports from higher institutions have less validity than a broad questionnaire sampling because they deal with limited groups and reveal partial information. Other techniques are valuable, however, to supplement and to validate questionnaire and interview findings.

The follow-up committee. Many schools recommend appointing a follow-up committee rather than delegating the follow-up study to a single individual. The follow-up committee has the advantage of rounding out the purposes of the study and guaranteeing more complete coverage. When nurses, psychometrists, deans, librarians, registrars, teachers, counselors, administrators and students have representation on the follow-up planning committee, there will be fewer gaps and weaknesses in the follow-up study. It is particularly important that all personnel who have responsibility for guidance and curriculum services should both plan for and evaluate follow-up data. Interpretation of the follow-up data, with its later utilization, is probably the most important step in the follow-up study. In other words, there should be a follow-up of the follow-up.

Out-of-school follow-up of drop-outs. More attention should be given to follow-up studies of drop-outs. Some large school systems lose more than half of their pupils during the four high school years. This loss is a reflection upon the appropriateness of the high school program. To study graduates only is to study the ones who were successful and would usually recommend the *status quo* in curriculum.

The school will often gain more by a post-mortem on its failures. One county carried on a cooperative study of drop-outs to determine causes and ways of strengthening high school holding power. The study is described in following paragraphs.

A STUDY OF DROP-OUTS IN RIVERSIDE COUNTY

"A careful study of the contributing factors may decrease the percentage of high school drop-outs" was the thesis which led to a study of drop-outs in Riverside County, California. The guidance workers in that county believed that with follow-up information on the most frequent reasons for school-leaving, (finances, difficulty with a teacher, opportunity to obtain work before graduation, failing in studies, marriage, discipline, limited offering of courses, illness, and needed at home) the alert guidance worker could undoubtedly salvage many deserving youths and make it possible for them to continue achieving in school as well as making a later contribution to society.

A teacher institute speaker made the following statement: "Out of every 1,000 fifth-graders, 900 have the ability to finish high school, but only 403 do; 320 of the 1,000 have the ability to go through college, but only 70 do."

This statement inspired the Riverside County Guidance Committee, comprised of counselors and teachers on the elementary and high school levels, to design a follow-up study specifically for drop-outs.

Purposes of the Study

The purposes of the study were to:

1. Discover the percentage of students dropping out of school before graduation
2. Discover the reasons for drop-outs
3. Determine administrative and curriculum revisions necessary to reduce the number of drop-outs

Procedures for Study of the Drop-out Problem

Case studies were made in each of the eight high schools participating—three of students already dropped from the roll, and three of potential drop-outs. The latter were made preferably by a favorite teacher. Such items as grade, age, nationality, health, school history, family history, church affiliation, and interests of students were considered. Material on drop-outs between February and June, 1950, in-

volving 81 cases, was compiled on a group worksheet for each of the eight high schools.

Facts about Drop-outs

The largest percentage of the 81 students studied left school during the tenth grade. Thirty-three per cent left during the tenth grade, twenty-six per cent left during the ninth grade, twenty-seven per cent left during the eleventh grade, while only fourteen per cent dropped out during the twelfth year.

Fifty-nine per cent of the drop-outs were girls. Ages of 75 of the drop-outs were recorded. Of the 75, 32 per cent dropped out at the age of sixteen; 12 per cent, at the age of fifteen; and 25 per cent, the age of seventeen.

The tenth grade was the occasion for the largest number of drop-outs. More students reached their sixteenth birthday during that class year and could leave school legally, according to the California Education Code.

Reasons for leaving school. The stated reasons for leaving school showed the following:

1. Primary reasons.
   - a. Of the 81 students studied, 59 per cent were girls; 49 per cent of the girls left school because of marriage.
   - b. Seventeen per cent of the 81 boys and girls left school for financial reasons.
   - c. Ten per cent of the boys and girls were recorded as unable to adjust in school.
   - d. Six per cent of the boys and girls left because of disinterest in school.
   - e. Scholastic failure was the primary reason for leaving school in only 7 per cent of the 81 cases.
2. Contributory reasons. (Not many drop-outs recorded contributory reasons for leaving school. Contributing factors may well be of greater importance than indicated on the reports.)
   - a. Dislike of courses was mentioned twenty times as a contributory reason for leaving school.
   - b. Dislike of teachers was mentioned eight times, and scholastic failure was checked eight times.

Ability and achievement of drop-outs. Information as to IQ scores of 58 students who left during the period studied showed that 50 per cent averaged 90 to 109, and 7 per cent were above 110.

Of 71 drop-outs, for whom grade averages were recorded, 44 per cent had D averages and 14 per cent had failed entirely. Although 57 per cent of the drop-outs had IQ scores either average or above-average, 58 per cent of them made grade averages of D or F. This fact indicates that scholastic achievement among drop-outs was far below their abilities to achieve. From various causes, these drop-outs were not achieving to capacity. Significantly, the drop-outs were not in the low IQ group.

Race and citizenship of drop-outs. Data on race and nationality were not significant because the number of cases was small and the percentage of racial minorities varied considerably from school to school. Further study was needed in this area.

Citizenship ratings on 66 of the drop-outs were recorded. Sixty-five per cent were rated as satisfactory citizens; twelve per cent had excellent ratings; while twenty-three per cent were rated as unsatisfactory. There seemed to be some tendency for low scholarship and low citizenship to be present with some drop-outs, but not for others who left school for such reasons as marriage.

Youths interviewed. When youths were questioned as to why they had dropped out of school, they told interviewers that they had quit school for the following reasons:

1. Wanted to get a job or get married—47.5 per cent
2. Parents wanted them to quit—17 per cent
3. Trouble in school—13 per cent
4. Failing subjects—7 per cent
5. Could not get subjects they wanted—4.5 per cent

Committee Studied Characteristics of Drop-outs

Opinions of guidance authorities concerning student characteristics were compiled by the Riverside County Committee. A list of symptoms considered helpful in identifying potential drop-outs follows:

1. Personal data on cumulative record cards indicative of potential maladjustment

2. Intermittent and irregular absence and excessive tardiness

3. Poor reading ability
4. Physical and health problems
5. Repeated tendency toward failure in formal school experiences
6. Lack of active participation in school activities
7. Parental indifference
8. Significant data relating to family tensions
9. Lack of personal sense of belonging
10. Financial problems
11. Inability to get along with school associates
12. Dislike for certain subjects
13. Excessive interest in gainful work outside of school
14. Unusual behavior patterns, e.g., extreme extrovert or introvert tendencies
15. Lack of proper teacher-pupil relationship
16. Emotional instability
17. Boredom and restlessness

It was recommended by the committee that when these symptoms appear, all members of the faculty are responsible for taking appropriate action, giving individual help, or securing the assistance of specialized pupil personnel workers.

Parents Made Recommendations

At a parents' meeting in Palm Springs, called by the 23d District Parent-Teacher Association, some significant recommendations were made. It was decided that the Parent-Teacher Association would try to bring teachers, students, and parents into closer cooperation by planning programs which would result in common interests, such as Back-to-School Night, panel discussions in which all three could participate, potluck dinners where all three groups would come together, teacher luncheons, and receptions for the teachers.

It was recommended that:

1. Parents invite the teachers of their children into their homes at least once a year.

2. Fathers help plan the programs of the PTA meetings, and have the programs geared to the interest of the parents.

3. Once a year, a dinner be served, followed by a program with a good speaker.

4. Panel discussions be held in social studies classes, with parents participating.

5. Aptitude tests be given to the students, with parents discussing results with the teachers.

6. In the junior and senior high schools, the boys and girls have the same recognition and opportunity to participate, such as the Boys' Club and the Girls' League, to which every boy and girl would belong.

7. School and home cooperate in the teaching of moral and spiritual values.

8. A lay advisory council be considered for each community. It would act in an *advisory capacity only* to the board of education. This advisory council would help the board improve the drop-out problem.

Committee Diagnosed Potential Drop-outs

As its final meeting in the spring of 1952, the Riverside County Committee presented a supplementary report summarizing the danger signals that occur before high school students leave school. This information was placed in the hands of teachers so they could be alerted before the student actually left school. Lists of "Reasons from Drop-outs," and "Recommendations for Holding Students in School" were also placed in the hands of teachers.

1. Symptoms of a potential drop-out:
   a. Fairly consistent regression in scholarship from elementary to junior to senior high school.
   b. Frequent grade failures in the elementary school.
   c. High frequency of grade or subject failure in the junior and senior high school.
   d. Marked regression in attendance from elementary to junior to senior high school.
   e. Frequent transfers from one school to another.
   f. Evidence of a feeling of insecurity or lack of belonging in school.
   g. Marked lack of interest in school work.
   h. Daydreaming or restlessness.
   i. Poor reading ability.
   j. Physical and health problems.
   k. Lack of active participation in school activities.

    l. Parental indifference.

    m. Significant data relating to family tension.

    n. Inability to get along with school associates.

    o. Dislike for certain subjects.

    p. Emotional instability.

    q. Plans for early marriage.

2. Reasons for drop-outs:

    a. Failing grades, becoming discouraged.

    b. Dissatisfied with courses.

    c. Dislike of teachers or teaching methods.

    d. Unable to adjust after transfer.

    e. Thought discipline too severe.

    f. Disliked school generally—no specific reasons given.

    g. Economic reasons.

    h. Marriage.

    i. Failing health of parents or students.

    j. Lure of a job and the attractiveness of work over and above school.

    k. Physical defects such as stammering, nervous disorders, or eye trouble causing embarrassment.

    l. Family attitudes toward education, especially for girls.

    m. Military plans and enlistments.

3. Recommendations for holding students in school:

    a. Know the student as an individual.

    b. Obtain the student's confidence.

    c. Provide an educational program wherein the student can experience achievement.

    d. Give grade repeaters something new.

    e. Demonstrate the relationship between education and life.

    f. Provide occupational information.

    g. Extend social experience.

    h. Give some personal recognition.

    i. Recognize signs of trouble.

    j. Provide for above-average students.

    k. Establish a good record system.

    l. Make use of the records.

    m. Help students select the right courses.

    n. Begin counseling early.

o. Allow time for home visits.

p. Secure parent interest and cooperation.

q. Secure public support.

r. Single out those students who are thinking about leaving school and organize them into a league or club, the purpose of which would be to help these boys and girls identify their problems and plan for the future.

s. Provide opportunities for students to earn money while in school on a work-credit basis.

t. Develop a friendly understanding and attitude on the part of the teacher.

u. Develop on the part of the student a friendly attitude toward the school and an understanding of its contribution to him.

Questions to Be Considered by the Administration

The following questions are significant when applied to administrative policies and practices:

1. Does the school organization encourage maximum provisions for the individual differences of children?

2. What special student needs can be cared for?

3. Does the arrangement take full advantage of the preparation and special competencies of classroom teachers?

4. Do the symptoms of the drop-outs seem to have curriculum implications?

5. Do teachers need wider training so that they may detect earlier the tendencies in pupils which can lead to a later drop-out?

6. Would earlier and more effective parent conferences result in the avoidance of later lack of interest and possible drop-out?

7. Is adequate and appropriate guidance service available to the pupil at the proper time to keep him interested and succeeding in school?

THE CALIFORNIA COOPERATIVE FOLLOW-UP PROJECT

The California State Department of Education, Bureau of Occupational Information and Guidance, prepared a bulletin in 1950 as *A Guide for Making a Follow-up Study of School Leavers.*

Drop-out and Graduates⁴

This bulletin was produced on the premise that *public schools in California should serve all of the children of all of the people*, whereas more than one-third of the pupils in this state leave school before completing the twelfth grade. The bulletin was published to help local school districts study their own school leavers.

Under the supervision of the State Department of Education, school districts were called upon to engage in a cooperative study of school drop-outs and graduates, as a means of helping both the public schools and teacher training institutions to gain a better understanding of young people who leave school. The project covered the two school years, 1949–50 and 1950–51. An advisory committee was organized as a consultant and planning group. It was comprised of administrators, supervisors, attendance officers, curriculum specialists, teachers, state department of education personnel, and others. Schools of education and the child labor branch of the U.S. Department of Labor were called upon to cooperate in the study.

Purposes of the Study

The Cooperative Study was concerned with securing more complete and accurate information, as indicated by the following questions:⁵

1. How adequate is the holding power of California's schools, particularly at the secondary level? How many young people drop out of school before graduating from high school or junior college? At what grade levels do most drop-outs occur?

2. What are the reasons why young people leave school before graduation? How many leave because of dissatisfaction with school? How many for financial reasons? How many for other reasons?

3. Can methods be devised for recognizing potential drop-outs before they actually leave school?

4. How mobile are school drop-outs and graduates? Do young people leaving school remain in the same community or do they move elsewhere? What proportion remain in the home community? In the home county? In the state?

⁴ California State Department of Education, *Guide for Making a Follow-up Study of School Drop-outs and Graduates,* Bureau of Occupational Information and Guidance, Sacramento, Calif., January, 1950.

⁵ *Ibid.,* p. 2.

5. What proportion of the young people leaving school as drop-outs or graduates secure further schooling? What proportion of those leaving before graduation actually attend continuation school? How many 12th grade graduates enter junior college, state colleges, other colleges and universities, or other types of schools? What proportion of those entering such schools remain to complete the programs which they start? Do young people leaving school take advantage of opportunities provided by adult and evening school programs?

6. How do young people leaving school fit into the state's labor force? In what kinds of occupations do drop-outs find employment? How much unemployment exists among this group? How much job shifting occurs? What are the entry occupations in which secondary school graduates are employed? How do these young people secure their jobs? Do out-of-school youth know the resources existing within their communities for vocational guidance and job placement?

7. Is California losing potential leaders by allowing intelligent young people who could profit from advanced training to drop out of school too soon?

8. How do school leavers think that the school might have served them better? In helping them select, prepare for, and enter a suitable field of work? In preparing them to meet the responsibilities of citizenship? In preparing them for family life? In preparing them to profit from further education? In helping them to make wise use of leisure time? In helping them to develop sound health practices?

9. Finally, in the light of the findings, what can the schools do to improve their services to young people? How can their instructional programs be geared more closely to the needs of youth? What changes or additions are suggested in the schools' guidance and placement services? Is more vocational education needed? What other phases of the educational program need strengthening?

Results of the Study

Results of the California Cooperative Follow-up Study have been summarized in a bulletin entitled, *The Secondary School Follows Up.*[*] More than thirteen thousand young people who were former students in high schools and junior colleges answered pertinent questions as consumers of the educational process. These students had attended about 25 secondary schools in California between 1935 and 1950.

[*]California State Department of Education, *The Secondary School Follows Up,* Bureau of Occupational Information and Guidance, Sacramento, Calif., 1953.

The study classified the responses according to the types of students: (1) those who went on to college and other types of post-graduate training, (2) those who became homemakers, and (3) those who entered the world of work. Out of the responses some conclusions were drawn as to how the students had dropped out, the role of the curriculum, and the place of guidance in a secondary school.

This bulletin may be secured from the State Department of Education in Sacramento, California.

Using the Results of a Follow-up Study

The over-all follow-up advisory committee in a school may be charged with the task of interpreting findings and prescribing ways in which these findings may be utilized. If the school is large, another committee on implementation may be appointed. In all cases, the advisory committee which planned the study should work with the interpreting and implementing committee, as a means of obtaining better use of the results. The objectives of the study determine to a considerable extent how the results may be used. It is necessary, therefore, that those who plan a follow-up study should also participate actively in using the results for the benefit of students currently in school.

FOLLOW-UP IMPROVES GUIDANCE AND CURRICULUM

The findings of a follow-up study should do much to improve guidance practices and to encourage curriculum development. Often a change in school organization will occur as a result of findings from a follow-up study. A shift in emphasis or a different slant of instruction may occur within the existing curriculum. For example, it has often been pointed out that more than 75 per cent of the workers who are released from company payrolls are discharged because they failed to get along with working associates rather than because they lacked the skills or necessary knowledge for the job to be done. A new slant in machine shop instruction might well include a unit on how to get along with fellow workers, foremen, and supervisors. The school which uses its findings to improve its services to boys and girls will increase its holding power and reduce the number of drop-outs prior to graduation. In this way the schools will be performing a high

patriotic duty. They will conserve and better train our human resources toward the building of a strong country.

Conservation of Human Resources

The schools can perform a high patriotic duty by conserving human resources. This country can no longer afford the wastage that results when one-third to one-half of its young people leave school before completing the twelfth grade. Whether in peace or in war, our country's welfare and even its very existence depends upon the degree of training of its citizens, our greatest national resource. The human resource must be trained better and kept in school longer. This is the over-all and eventual objective to be obtained, at least in degree, by utilizing the results of follow-up studies, both in-school and out-of-school.

SELECTED BIBLIOGRAPHY

California State Department of Education: *Guide for Making a Follow-up Study of School Drop-outs and Graduates*, Bureau of Occupational Information and Guidance, Sacramento, Calif., January, 1950.

————: *The Secondary School Follows Up*, Bureau of Guidance, Sacramento, Calif., 1953.

Chisholm, Leslie L.: *Guiding Youth in the Secondary School*, American Book Company, New York, 1945.

Dunsmoor, C. C., and O. C. Davis: *How to Choose That College: A Guide for Students and Parents*, Bellman Publishing Company, Cambridge, 1951.

Erickson, Clifford E.: *A Basic Text for Guidance Workers*, Prentice-Hall, Inc., Englewood Cliffs, N.J., 1947.

Forrester, Gertrude: *Methods of Vocational Guidance*, D. C. Heath and Company, Boston, 1951.

Garrison, Karl C.: *Psychology of Adolescence*, Prentice-Hall, Inc., Englewood Cliffs, N.J., 1951.

Jones, Arthur J.: *Principles of Guidance*, 4th ed., McGraw-Hill Book Company, Inc., New York, 1951, pp. 277–286.

Lefever, D. Welty, and others: *Principles and Techniques of Guidance*, The Ronald Press Company, New York, 1950, pp. 3–219.

McLenegan, D. W.: "Job Placement," *Journal of Engineering Education*, 41:326–328, January, 1951.

Oppenheimer, Celia, and Ruth F. Kimball: "Ten-year Follow-up of 1937 High School Graduates," *Occupations*, 26:228–234, 1948.

CHAPTER 9

Essentials of a Good Guidance Program

Guidance workers need to understand basic principles which underlie the guidance process. This understanding will help them determine the scope and nature of a local guidance program in a school or school system. Guidance workers have to know the underlying principles of guidance to be successful counselors just as surely as auto mechanics have to know the basic principles of the gasoline engine in order to be successful in motor maintenance.

An understanding of the basic principles of guidance is also necessary before the guidance worker can evaluate his attempts to guide individuals. With a clear understanding of underlying principles and the guidance objectives to be achieved, the guidance worker can appraise his progress in giving help to children, youth, and adults. The following paragraphs will help clarify the nature, purpose, and place of basic principles in a guidance program.

Principles an Inherent Part of the Program

Principles are so basic in the guidance process that they are inherent or indigenous. Guidance workers should *discover* existing principles rather than dream them up. Basic principles, then, are uncovered, not manufactured.

Even though guidance principles are inherent and intrinsic in the program, they are not static. Principles wax and wane; they are modifiable. This changing of the principles of guidance reflects growth in the educational process and in the society which it serves. The

218

guidance worker will not try to invent basic principles but will look for those principles which exist under current circumstances. He will fashion his guidance organization, using basic principles as foundation stones.

The Use of Principles in Organizing a Guidance Program

When basic principles of guidance are discovered and clearly formulated, they serve as guides toward the organization necessary for a successful program. Thought of in terms of foundation stones, basic principles determine the size and form of the guidance organization to be built.

When properly utilized, basic principles of guidance tend to merge theory with practice. The theoretical becomes obtainable. Much of the confusion concerning the possible gap between theory and practice results from lack of understanding or an unrealistic conception of basic principles.

Guidance workers, whether serving as a committee, an administrative council, or a teaching staff, should discover and *cooperatively formulate* some basic principles of guidance before trying to build a guidance program in a school. Principles of guidance will vary somewhat, depending upon the nature of the community and the economic or social status of the individuals to be guided. Principles which were formulated a decade ago for another situation will not necessarily fit in modern school practice. In all cases, basic principles should be co-operatively discovered and formulated to fit a specific school situation. The faculty should work as a team in laying the basic foundation for the guidance structure to be built in a school.

GENERAL PRINCIPLES THAT PERTAIN TO MOST SCHOOLS

The following is a list of principles which pertain to most schools in various localities with differing pupil personnel and several levels of instruction. More specific statements can be made when specific school conditions are clearly in mind. The following principles have been formulated because they have grown out of needs and conditions which were similar in varied situations. They may be modified to meet dissimilarities in local communities. The principles fall into three classifications: (1) *principles of guidance affecting the client,* (2)

principles affecting guidance workers, and (3) *principles of organization and administration.*

Principles of Guidance Affecting the Client

A good guidance program should assist the individual in developing to the maximum of his capacity in a direction beneficial to society. If guidance is effective, it will help each individual to become what he is capable of becoming. The program will develop and guide his interests, aptitudes, and achievements so that he will be using his native endowment to the maximum. This maximum development of the individual is not enough, however. The individual development should take place in a direction which is *helpful and beneficial to others.*

Some writers have made the mistake of recommending that all individual abilities be thoroughly developed. Some children and adults have considerable capacity to learn bank-robbing and pedestrian-bumping in crosswalks. These capacities are not beneficial to other members of society and must be minimized, rather than cultivated.

What is beneficial to society can be argued at length by theoreticians. Without trying to become philosophically ponderous, the guidance worker can always be safe by weighing the direction of individual growth in terms of the Golden Rule.

Guidance Services Should Be Continuously Available

Guidance is not a process to be disposed of in a spring semester of the A8 class. There is no time in life when children, youth, and adults take on guidance as they take on a vaccination for smallpox. The individual's needs will change in amount and kind, but no individual yet has been so superior that he could know the necessary facts in all situations and always make the wisest interpretations and decisions from these facts. Each individual needs some type of guidance at various intervals in his life as long as he lives. For that reason, guidance services should be continuously available so that when problems arise, help can be secured.

Guidance Services Should Be Available to ALL Individuals

Our pioneers who drove prairie schooners across the plains to California greased the wheel that squeaked the loudest. In school

practice, we often give the most service to the most aggressive, mischievous, and pugnacious child. The quiet, retiring, dreamy pupil may need guidance help much more. Whether the child dreams or screams, or fits in between as a so-called normal, he still has problems. Since the schools are supported by all of the people for the benefit of all the people, each child who has a problem of whatever kind or degree is entitled to some guidance help in our democracy.

The Guidance Program Should Be Client Centered

The trouble with counselors is, they talk too much. This same accusation is perhaps equally true for administrators and teachers. Parents need not laugh, because they, too, are accused by youngsters of verbal loquacity and preaching. In an analysis of the interview technique, some counselors were found to be doing 85 per cent of the talking.

Guidance programs are not set up to give counselors vocal release or vocabulary development. The one purpose is to help the client improve his plans and progress toward their attainment. All phases of the guidance program should be shaped in terms of the client's continuing growth. The individual to be helped is the only adequate reason for the existence of the guidance program. All guidance activities should focus upon the better continuing adjustment of the client, whether he be child, youth, or adult.

Guidance Services Should Meet the Individual's Varied and Extensive Needs

Individuals even in the same family vary widely in their needs and aspirations. Not only do they vary in the type of needs, for example, but they vary in the amount and timing of those needs. Some need vocational, personal, or social help, while others need civic, health, or educational guidance.

To be effective, the guidance program must meet the specific type of student problem *when* it occurs and *to the extent* that it occurs. In all cases the guidance worker must treat the child as a *whole* individual, and begin where the problem seems to be, but proceed to other areas. For example, all pupils need some help in learning to read. Some need very little; some need very much. All

pupils differ in the type of help needed. A reading problem often stems from an emotional upset. In such a case, the guidance worker must give social and personal guidance to solve an educational need. There are no watertight compartments between the "types" of guidance. They should all be utilized in meeting the needs of the whole person who has individual and peculiar problems.

Client Makes the Final Decision

To keep the guidance processes democratic, the individual to be guided should always make final decisions. In a democracy, the unique privilege of an individual is to make decisions, even mistakes. He may make decisions which hurt, help, or leave him neutral. The guidance worker can help him find alternatives for his planning, but the individual himself must be responsible for his final choice.

The Guidance Client Should Become Increasingly Able to Guide Himself

The individual seeking guidance should receive help and strength in the process of solving his problems, rather than merely getting the solution. When too many solutions are handed to the client, he is still dependent upon the guidance worker. This dependence should be eliminated as quickly as possible.

The chief objective of the guidance worker should be to work himself right out of a job. He need not worry, however, for there will be problems as long as there are people. The guidance worker should not have to continue solving the same problem for the same person again and again. For that reason, the client should be trained to become increasingly able to help himself.

PRINCIPLES AFFECTING GUIDANCE WORKERS

All certificated school personnel should assume guidance responsibilities in proportion to their abilities and assignments. Every teacher, librarian, nurse, attendance officer, counselor, dean, principal, and school physician should be a guidance worker. All certificated personnel, as well as members of the noncertificated staff, actually give guidance by suggestion and example, whether they intend to or not. Since each school person actually gives guidance, he should strive to give good guidance rather than poor guidance.

Guidance responsibilities vary from school to school, depending upon the potentialities of the staff, upon the needs of those to be guided, and upon the organization of the instructional program. It is safe to recommend, however, that the guidance load should be carried to a greater extent by those who have appropriate personal qualifications, advanced training, and the right type of experience. It is also safe to recommend that some members of the faculty should carry greater guidance responsibilities and different types of responsibility because of their position in the school. For example, the teacher must always function as the primary guidance person, with direct impact upon the personalities of children, whereas the principal will find his guidance responsibilities by encouraging the program and setting up an organization that will facilitate guidance activities.

Ability and school assignment should determine the division of labor in the guidance program, but all certificated personnel should be workers, not drones.

2. *Guidance workers should be chosen upon the basis of personal qualifications, training, and experience.* Even though every certificated person on the staff must offer some type of guidance in some degree or other, it is natural that some guidance workers are better qualified because of personal temperament, amount and type of professional training, and previous social and business or governmental experience than others.

Some states require a certificate for the counselor, psychologist, or psychometrist. When the certificate is not required, the principal should assign guidance workers upon the basis of their all-round qualifications for guidance activities rather than upon the basis of their superior performance in some other phase of the school program. Schools of education continue to offer better courses, workshops, observations, and internships for persons interested in advancement as guidance workers. School administrators are, in general, taking advantage of this advanced training in their assignment of counselors, directors of guidance, and others who offer guidance help to children and youth.

3. *Guidance workers should seek opportunities for continuous in-service growth.* No matter how much training a guidance worker may have received before assignment to his current responsibilities, he still needs to grow in service. Each year many new ideas, concepts,

and techniques are being developed in this field. The guidance worker must keep abreast of research and advanced practices. Furthermore, the guidance worker, regardless of the adequacy of pretraining, must adapt his understandings and methods to the local situation. All of this necessitates the planning of opportunities for continuous in-service growth by the administration and the utilization of these opportunities by all guidance workers.

Guidance workers should use all available information about the individual and his environmental opportunities, as a means of helping him to better adjustments. Guidance workers need two chief types of information as a means of helping individuals. *First,* they need to know all pertinent facts about the individual himself, and *second,* they need to know about the significant opportunities which he has in both his immediate and remote environment. The opportunities may be vocational, educational, social, civic, ethical, or recreational.

To function as a professional guidance worker, the teacher, counselor, and administrator should know the child's interests, aptitudes, achievement, health, vocational plans, home conditions, as well as his complexes and frustrations. The guidance worker must also have a broad understanding of the child's opportunities for employment, recreation, social contacts, health services, further education, and the like. The guidance worker can never have too much information. The usual weakness is too little.

When the guidance worker is in possession of adequate information about the individual and adequate information about his environmental opportunities, he can then proceed to counsel with that individual, to match personal assets with the requirements of a job, a college, or a social institution.

The guidance worker should observe a strict code of professional ethics when dealing with confidential information. Just as physicians and psychologists observe an inviolable code with respect to confidential information, just so the guidance worker should never divulge facts that would embarrass a client. The counselee should always feel that he can offer any and all information to the counselor with the understanding that it will be kept in strictest confidence.

As a means of treating information professionally, many counselors maintain two filing systems: one which contains general information, and one which contains confidential information and would never be

available to anyone except the counselor himself. In all cases, the guidance worker will use the information for the betterment, and not for the discrediting, of the individual.

(c) *Pertinent facts concerning the individual's environment at home, at school, and in the community should be taken into account when giving guidance help to the individual.* The out-of-school environment has many factors which impinge upon the personality of the pupil. At school he is taught democratic processes and good citizenship. On the way home he sees discourtesy at the street corner, dishonesty by an occasional businessman, sensational and questionable literature on the newsstand, squalid clubs or illegal gambling devices, and other situations inharmonious with his school environment. On the other hand, the child may observe the results of the Red Cross or a cancer drive, the YMCA in action, the welfare division of the Parent-Teacher Association, youth activities of service clubs, a concert or art display, and the highest integrity in business by reputable retailers. Some homes are miserable and dictatorial, others are democratic and most wholesome. This great range of out-of-school stimuli impinges upon the personality of the pupil. Guidance workers must be aware of all of these influences to help the individual choose the best elements of his environment and thereby maintain and improve his adjustment in such a complex environment.

(7) *The guidance worker should employ a wide variety of methods or techniques in the guidance process.* Some guidance authorities have espoused the nondirective counseling technique, others the directive, and still others have championed miscellaneous schools of thought and special techniques as virtual panaceas. Just as a carpenter uses many tools to build a house, just so the guidance worker should use all of the techniques at his command, instead of riding a hobby or following a favorite fad.

The effective guidance worker will use different techniques with different individuals, and will employ different techniques with the same individual at different times and in different situations. Just as the successful carpenter would not try to build a house with a hammer, a chisel, or a square exclusively, so the good guidance worker will not rely upon a favorite technique in all cases. He will employ a wide variety of appropriate methods to accomplish better adjustments for the individual.

Guidance workers should use research findings with respect to interests, abilities, and achievement in curriculum development. Guidance workers have access to research findings with respect to the individual and his environment. These research findings are invaluable as the basis for curriculum development. Many times an individual's better adjustment will be impossible without changes in his course of study. The school which bends curriculum offerings to the needs of individuals will have fewer maladjusted pupils than the school which bends individuals to an arbitrary curriculum.

Guidance workers should continually improve their skill in interpreting research data which suggest changes in the curriculum. Such curriculum developments based upon research will do much, both to prevent maladjustments, and to remedy maladjustments when they occur.

PRINCIPLES OF ORGANIZATION AND ADMINISTRATION

An adequate system of cumulative records for each individual is indispensable in a guidance program. Just as a physician or dentist keeps records of his diagnoses and treatment, just so a guidance worker should keep records for each pupil under his care. It would be unforgivable if a dentist relied upon his memory and pulled the wrong tooth. It is just as unprofessional for a teacher or counselor to depend upon his memory and schedule a student in courses or activities that will not qualify him for college entrance, provided that is the student's plan.

Records should be continuous and as nearly up-to-date as possible. They should include information in the major areas of the child's guidance needs. Each record should contain information concerning the pupil's home and community influences, interests, aptitudes, achievement, health, personal adjustment, social behavior, ethical values, future training prospects, vocational choice, and the like. These records should be kept, not secluded as a squirrel hoards acorns, but for the one purpose of being used for the benefit of the individual.

Specific budget items should be included for necessary guidance services. If guidance is a service worth having in the school, it should be recognized in the school's budget. Too many schools have boot-

legged guidance costs through under the guise of instruction, health services, or extracurricular activities. No one should need to apologize for including guidance cost items in the budget. Neither should an administrator try to show how little he is spending for guidance services when reporting to his board of trustees. Instead, he should be ashamed of a false economy which cheats children.

Guidance service is necessary to meet pupil needs. The administrator and members of the board must face that fact squarely and provide the necessary funds to give well-trained guidance workers adequate time and space in which to fulfill their responsibilties.

The guidance program for an individual school should be tailored to fit the needs of that particular school. A guidance program may be a great success in one school but become mediocre when transplanted to another school situation. The success of a guidance program depends upon many factors, including faculty personnel, student needs, physical facilities, community acceptance, and the like. It would seem reasonable, therefore, to consider these factors when organizing a guidance program for a given school or school system.

A guidance program, to be most effective, should be tailored to fit the local situation. Good ideas should be secured from many sources but they should be incorporated in the local organization only after careful analysis of their suitability.

Adequate time must be budgeted for guidance workers to allow for proper discharge of their guidance responsibilities. Many guidance workers are willing to work overtime to make a greater contribution to boys and girls. This loyalty is commendable, but not recommended. Adequate time should be provided in faculty assignments so that guidance workers can test, counsel, and follow up on student plans. The time allotment for guidance activities should be as carefully weighed in teacher and counselor assignments as that for classroom instruction. When adequate time is provided, guidance workers will feel less frustrated and will be able to achieve the success in helping pupils that they desire.

Adequate and appropriate space must be provided for testing, counseling, placement, storage and other guidance functions. In some schools the traditional activities are alloted space, and whatever is left over can be used to house guidance activities. Since guidance is such an integral part of the total instructional program, the amount of space

and the location of guidance offices should be carefully considered with respect to their effect upon pupils.

Not only should adequate space for counseling and testing rooms be provided, but that space should be properly located and designed with respect to administrative offices and classrooms. In general, the guidance offices should be included in the administrative suite. Counseling rooms should be semiprivate. Testing rooms should encourage pupil efforts without strangeness or confusion. With adequate and appropriate space for guidance activities, guidance workers can make better contributions to the pupils under their care.

A placement and adjustment service should be provided by the school. Placement and adjustment services should be provided by the schools as a means of implementing pupil choices following counseling. The placement service pertains to vocational guidance and would have little place before the senior high school level. Adjustment service is needed from the kindergarten through junior college, as a means of helping the student adjust to his educational environment.

A placement office in senior high school or junior college should be geared into the guidance program so that students will be able to inventory their own assets, secure occupational information, work with a counselor to match personal assets with job requirements, pursue courses prerequisite to occupational placement, and then utilize the services of the school placement office to get properly placed in the initial job. More and more, the school placement office should give some help to the postgraduate as a means of assisting him to achieve better readjustment, advancement on the job, and job satisfaction.

The adjustment service which should be available at all levels to help pupils obtain the most from their educational environment is often composed of such groups as case conference committees. The teacher, principal, nurse, playground director, librarian, and others should offer this service. Such an adjustment service helps each pupil to adjust or to readjust, so that he may achieve in relation to his aptitude.

Follow-up studies should be made for individuals both in and out of school. Follow-up is one of the important, but most neglected, steps in the guidance process. The principal and the counselor should see that follow-up studies are made of pupils who are adjusted, or readjusted, in their educational environment, and that follow-up studies

should be made of students who leave school and go into the world of work. There should be in-school follow-up and out-of-school follow-up.

The first type of follow-up involves pupils who may have shown signs of maladjustment and been assigned to another class or had changes made in their schedule of classes. The chief guidance worker in the school should be responsible for checking to see that these adjustments and readjustments are working to the benefit of the pupil.

The follow-up of school leavers includes both graduates and non-graduates. Some schools try to follow up the needs, problems, successes, and recommendations of all school leavers, while other schools select each third or fourth class as a means of gaining sufficient data to improve the school's offerings. As a result of this type of follow-up, curriculum readjustment should take place.

The in-school follow-up has its chief implications for the benefit of individual pupils, whereas the out-of-school follow-up has its chief value in the improvement of the curriculum.

The school should provide for both group and individual guidance techniques. Most guidance techniques can be classified as individual or group. Some authorities say that *all* guidance is individual and that *group guidance is a misnomer;* that individuals are merely guided while in groups. Regardless of the semantic differences, guidance workers should be alert to the many ways in which individuals can be given more adequate help through the use of all available methods. Naturally, it is more economical to give guidance to pupils in groups when their needs are similar.

It may be said, then, that group guidance should serve similar and common needs of pupils. (All pupils need to learn study habits; all pupils need information about occupations. Individual techniques, on the other hand, may be used for needs that are peculiar to a given individual.) Group techniques may be similar to mass vaccinations when a community is threatened by smallpox; everyone needs the immunization. But a broken arm would not call for group therapy—only for a cast to be fitted to the one who had the injury. Guidance workers must discriminate between the similar and dissimilar needs, and choose individual or group techniques as needed. When possible, group techniques, such as the giving of occupational information, should be used for the sake of greater economy.

The school should cooperate with all other guidance agencies in the community. Just as guidance services should help the whole and complete individual, just so all guidance agencies in the community should contribute to the complete guidance function. The school being only one guidance agency, although perhaps the most important one, should actively seek and use the help provided by churches, scouts, campfire girls, YMCA, YWCA, businessmen, service clubs, corporations, PTA, health clinics, government bureaus, and the other agencies that can help the schools help the child. At no time should there be competition among agencies, but each should supplement the contributions of the other.

Guidance workers should keep careful files of the agencies, the names of persons to contact, proper addresses, and telephone numbers. Then, when problems arise in the school, the guidance worker can determine which agency can be called upon for assistance and referral. With adequate utilization of community agencies, the school program can reach many more individuals without budgetary expansion.

Adequate and appropriate guidance materials should be provided for the ready use of guidance workers. When modern lumberjacks, mechanics, or builders are placed upon a job, they will carry sufficient tools and materials with which to work. The lack of adequate and appropriate tools results in inexcusable economic waste. Just so, great waste in guidance services occurs when adequate and appropriate guidance materials and tools are neglected.

The guidance worker is a professional person who must be equipped with tests, files, cumulative records, occupational information, forms and blanks, if he is to function efficiently. The cost of materials is an inconsequential percentage of the guidance budget and should therefore not be allowed to jeopardize the efficiency of the total program.

The principal has final responsibility for the guidance program in his school. The organization for guidance will vary from place to place, according to the individuals to be guided, the capacities of the staff, size of school, physical facilities, and the philosophy of the administration. In all cases and in all organizations, the principal cannot dodge responsibility for the quality and comprehensiveness of his guidance program. He may, and should, delegate many of the functions of the guidance program to others, but he is still responsible for its success.

Basic information about the individual should be disseminated among all certificated personnel who have responsibility for that individual's educational growth. Test data, family background, and health records have no place in the guidance program unless they are available to, and used by, guidance workers. Techniques for dissemination are discussed in Chapter 13. Too often guidance data are guarded as if they were precious or contraband. In elementary schools, the teacher is the greatest influence in the pupil's school life and should, therefore, have access to all of the data needed to guide the pupil's physical, mental, and social growth. Likewise, the high school teacher has a strong impact upon the development of students.

It is more difficult to disseminate basic information among five high school teachers than to place it in the hands of one elementary teacher. Many secondary schools, however, have developed alphabetical lists of students, with such basic data as IQ written in code, health, vocational plans, home conditions, school problems, and extracurricular activities for the continuous and immediate use of the secondary teacher. Nurses, librarians, attendance officers, deans, and principals also need access to the information. It is strongly recommended that each school develop its own technique for disseminating information to each certificated person who will use this information for the benefit of the learner.

SUMMARY

Guidance workers need an understanding of basic guidance principles. They should discover, formulate, and implement workable principles in the areas (1) affecting the client, (2) affecting guidance workers, and (3) affecting organization and administration. Guidance workers are strongly urged to adopt the principles set forth in this book and tailor a guidance program to suit their own specific needs. Through the implementation of tried and proved principles, better guidance services can be provided for children, youth, and adults.

SELECTED BIBLIOGRAPHY

Arbuckle, Dugald S.: *Teacher Counseling*, Addison-Wesley Publishing Company, Cambridge, Mass., 1950.

Baer, Max F., and Edward C. Roeber: *Occupational Information, Its Nature and Use*, Science Research Associates, Chicago, 1952.

Brayfield, Arthur H. (ed.): *Readings in Modern Methods of Counseling*, Appleton-Century-Crofts, Inc., New York, 1950.

Crow, L. D., and Alice Crow: *An Introduction to Guidance; Principles and Practices*, American Book Company, New York, 1951.

Dressel, P. L.: "Personnel Services in High School and College," bibliography, *Occupations*, 29:331–340, 1951.

Erickson, Clifford E.: *The Counseling Interview*, Prentice-Hall, Inc., Englewood Cliffs, N.J., 1947.

Froehlich, Clifford P.: *Guidance Services in Smaller Schools*, McGraw-Hill Book Company, Inc., New York, 1950.

Hamrin, Shirley A.: *Chats with Teachers about Counseling*, McKnight and McKnight Publishing Company, Bloomington, Ill., 1950.

Harden, Edgar L.: *How to Organize Your Guidance Program*, Science Research Associates, Chicago, 1950.

Jager, Harry A.: "The School and Its Counselor," *Occupations*, 29:252–256, 1951.

Jones, Arthur J.: *Principles of Guidance*, 4th ed., McGraw-Hill Book Company, Inc., New York, 1951, pp. 277–286.

Kitch, Donald E., and William H. McCreary: "Improving Guidance Programs in Secondary Schools," *Bulletin of the California State Department of Education*, Sacramento, Calif., December, 1950.

Lefever, D. Welty, and others: *Principles and Techniques of Guidance*. The Ronald Press Company, New York, 1950, pp. 3–219.

McDaniel, H. B.: *Guidance*, The Dryden Press, Inc., New York, 1956.

Robinson, Francis P.: *Principles and Procedures in Student Counseling*, Harper & Brothers, New York, 1950.

Sather, T. D.: "Counseling at the Adult Level," *Wisconsin Journal of Education*, 83:13–14, 1951.

Schorling, Raleigh, and G. Max Wingo: *Elementary-School Student Teaching*. McGraw-Hill Book Company, Inc., New York, 1950.

Shellow, S. M.: "The Increasing Use of Clinical Psychology in Vocational Guidance," *Occupations*, 28:302–305, 1950.

Smith, G. E.: *Principles and Practices of the Guidance Program*, The Macmillan Company, New York, 1951.

Snepp, Daniel W.: "An Integrated Guidance Program in the High School," *Bulletin of the National Association of Secondary-school Principals*, 34:116–123, 1950.

Strang, Ruth: *Every Teacher's Records*, Bureau of Publications, Teachers College, Columbia University, New York, 1952.

Traxler, A. E.: "Guidance toward College Preparation," *School and Society*, 73:113–116, 1951.

Wagner, E. E., and others: "Programs of Guidance," *Review of Educational Research*, 21:106–114, 1951.

Williamson, E. G.: *Counseling Adolescents*, McGraw-Hill Book Company, Inc., New York, 1950.

Williamson, E. G.: "Concept of Counseling," bibliography, *Occupations*, 29: 182–189, 1950.

Wimmer, N. E.: "Choosing a Career," *Parent-Teacher*, 45:7–9, 1951.

Woellner, R. C.: "Interpretation of Test Results in Counseling," *School Review*, 59:515–517, 1951.

Wrenn, C. G., and Willis E. Dugan: *Guidance Procedures in High School*, University of Minnesota Press, Minneapolis, 1950.

Wrightstone, J. W.: "New Developments in Evaluating Achievement in the High School," *Education*, 71:210–216, 1950.

CHAPTER 10

Personnel in the Guidance Program

The very nature and meaning of the term guidance implies that there is an outside person, factor, or situation that impinges upon the life of the individual and may help him enjoy a more adequate way of life. The basis for guidance lies in good human relationships. The school child is constantly in a state of interaction with his peers, the school staff, members of his family and community. These personalities all have an important impact upon the life of the pupil. To encourage a more practical approach to the guiding of pupils, this chapter deals with the various agencies of the school and community and the ways in which personnel can be utilized for the best guidance services. This chapter deals with guidance personnel (1) in the small rural schools, (2) in the elementary school, (3) in the junior high school, and (4) in the senior high school.

THE NEED FOR ADEQUATE AND WELL-TRAINED PERSONNEL IN GUIDANCE

There are several reasons why the public school has come to play an important part in the guidance of children. First of all, the human offspring is dependent on adults for a far greater time than any other animal infant. In most instances, the human young require care and guidance from the parents until they are in their middle teens or in their twenties. Most human beings are dependent on other human beings at times throughout life for advice, consultation, or support in

facing difficult decisions. The school child needs guidance since he is still in his formative years in all the aspects of his personality. He is developing physically, mentally, and emotionally into what our culture intends, a well-adjusted member of society. Thus one of the deep, underlying reasons for adequate and well-trained personnel in guidance is basically the dependence of the young upon the adult.

Complexity in Modern Life

Another reason for maintaining guidance personnel in the schools arises out of the growth and development of a high degree of complexity in almost all aspects of social, professional, vocational, and educational life. In the early days of our nation, the schools were concerned with very little outside the three R's. The home took care of vocational guidance and training. The home supposedly took care of personal and social problems. With the passing of time, more and more responsibility has been delegated to trained personnel for guiding children and youth. As society becomes more complex, there is increasing need to give the child information concerning that society. The child must have help from trained personnel to know his own potentialities and limitations, to live satisfactorily from day to day, and to advance into adult society successfully.

To meet the need for guidance, the school must secure an adequate number of well-trained guidance workers. The concept of guidance was originally limited to vocational planning. Since the early days, there has been a trend to apply the term guidance in a much broader sense. In fact, many authors look at the guidance of the child as having a comprehensive basis. Willey says:

> Guidance in the elementary school requires an organismic growth concept, that is, a consideration of the 'whole child' where any one phase of growth becomes an integral part of the organism's development. With such a concept, guidance is thus concerned with physical, mental, emotional and educational needs. All effort is directed toward the promotion of optimal growth and adjustment to life as a whole.[1]

This concept can, and of course should, be applied beyond the elementary level.

[1] Roy De Verl Willey, *Guidance in Elementary Education*, Harper & Brothers, New York, 1952, p. 4.

This wholistic concept of the individual necessitates the employment of more personnel in guidance. Guidance is not the function of the school alone, but rather it is the joint function of persons within the school, the home, the community, the county superintendent of schools' office, state department of education, or wherever a person or an agency may be utilized. All of these classifications of personnel assist the individual to develop and become more able to solve his own problems and to live with satisfaction and benefit to himself and to society.

A local doctor may confer with a pupil about his own profession. A foundry worker might tell a class about working conditions in the molding of metals. A representative of any other vocation, profession, or business may assist pupils in knowing more about that field. These people in the broad sense are guidance personnel, usually used as community resources by the school.

A teacher may have a conference with a parent concerning a child who is having some sort of problem. As a result of this conference, both persons understand the child better and may determine a course of action to help the child in making decisions and progress in life. Both persons under such conditions are guidance personnel.

A teacher may help to bring about a situation in which the children themselves evaluate the behavior of a classmate. In the course of discussion, the child receives guidance from his peers, and thus they become guidance personnel. Other teachers may be consulted, a vast array of community resources may be utilized. Specially trained guidance personnel may be called for consultation, and they become guidance personnel for the school child. The board of education establishes policies which guide the children of the community, and thus members of the board of education are in a sense part of the guidance personnel.

We can sum up in a broad sense by indicating that any person, or persons, assisting school children in developing to a greater degree of maturity, are guidance personnel.

Of course, it must be kept in mind that it is the certificated personnel who are legally responsible for the guidance function. Even so, we must recognize that the classified personnel of the school, and lay persons in the community, actually give guidance whether they intend it or not. It is the job of administrators and teachers, then, to use all

personnel to the extent of their training and capacity in making pupil guidance better.

Personnel Affect Pupils

The elementary teacher is the one who has the greatest responsibility for guiding the child at that school level. This condition rises out of the fact that the teacher has a closer contact with the child than does any other person besides the parents.

In addition to the teacher, the child's peers have a guiding effect on the individual, especially in a genuinely democratic situation. Few pupils will dare to be different.

The principal is at the head of the school and as such must help provide all the resources possible in establishing a good guidance program. His role is to organize, encourage, and improve conditions that make better guidance possible.

The school nurse offers guidance to the child, primarily in the area of health. Other personnel support the nurse in providing health guidance for the child.

In addition to certificated personnel, there is always one or more classified persons employed at the school. School clerks continually work with children. Custodians, with duties which require that they be around children for a considerable portion of their time, can do considerable good or harm. Bus drivers have responsibility for the children for periods ranging from a few minutes to over an hour each day. Over long distances, situations come up continually which require the guidance of the adult, and thus the bus driver becomes important, especially in social and personal guidance.

There may be other noncertificated employees, such as gardeners, cafeteria workers, maintenance personnel, who affect the life of the child. The administrators must see that this incidental guidance is good rather than ineffective or harmful.

Outside the school staff itself, the personnel of the district central office, or the county superintendent of schools' office, perform functions which are vital to the total guidance program. These personnel are concerned largely with facilitating and administering guidance. They act in various ways to assure the successful operation of a good guidance program.

The personnel of the community are a resource with many civic-

minded groups. Organizations which are concerned with character building such as the YMCA and YWCA, Boy Scouts, Campfire Girls, and others serve in various ways. In some communities "released time" is provided for religious education by community churches, and they guide the spiritual and ethical nature of the individual.

Parents have the earliest and strongest influence in guiding the child. They guide individually and as organized groups such as the PTA and through evening classes in family life education.

Technically and professionally trained personnel in such offices or departments as health offices, psychiatric clinics, welfare agencies, police departments, fire departments, industrial and business organizations, and almost all of the community organizations can at times play a role as guidance personnel at the elementary school level.

All persons who influence the pupil can be considered as official, or unofficial, guidance personnel. The responsibility for directing the program rests with employed personnel, and the others are supplementary resources.

GUIDANCE PERSONNEL IN SMALL RURAL SCHOOLS

With the attitude on the part of educators that instruction must be individualized, a new importance for guidance personnel in rural schools has developed. If we define the curriculum as the sum total of the child's experiences in school and out, as many do, why can we not define guidance personnel as the sum total of adults and children who work with the individual in and out of school? Certainly this definition does not seem so revolutionary when two factors are taken into consideration in studying the needs of rural guidance: (1) the lack of trained guidance personnel in rural schools, and (2) the close interrelationship between school personnel and community in a rural school district. By rural schools we mean those which draw their pupils from scattered areas, usually from farms and ranches. Even though the district may be consolidated and large, the attendance centers are somewhat remote from each other, smaller, and rely upon traveling guidance specialists with multiple duties. Teachers and principals in such a rural area live closer to the needs and problems of pupils and parents. All school employees have a more personal impact upon rural than upon urban pupils.

Guidance has been defined by the authors as *a continuous process of assisting the individual to develop and become more able to solve his own problems and to live with satisfaction and benefit to himself and to society*. If this definition is accepted, then "the continuous process" of the definition must apply to all school employees, as well as to out-of-school agencies. In a rural situation, it is almost mandatory that this concept be accepted, since rural guidance is dependent on persons little trained in guidance work.

Guidance personnel in a rural school, then, may be considered under four different categories: (1) specialized guidance workers, (2) certificated workers, (3) classified employees, and (4) lay personnel in community agencies. The purpose of this section of the chapter has been to enumerate the workers under the four categories and define the duties and responsibilities each should undertake.

Specialized Guidance Workers

Director of guidance. In many of the consolidated rural schools throughout the country, the director of guidance by necessity may serve also as dean, vice-principal or supervisor of attendance and child welfare. He may be a part-time teacher. The function, therefore, of the director of guidance will be, in most cases, one of a consultant and resource person. He will coordinate the activities of the various guidance workers. His work will be concerned with the individual child in referral cases of special need. This, however, will in no way minimize the importance of his task, for it will be through the unceasing efforts of the director of guidance that a coordinated guidance program will be initiated and maintained.

Supervisor of child welfare and attendance. The prototype of the attendance supervisor which has been built up in the public's mind, and in the mind of some members of the teaching profession, is the hard-bitten truant officer collaring a hapless child and dragging him off to school. Actually, the modern attendance officer is more concerned with reasons for truancy and with remedial procedures for effecting a decrease in absenteeism among public school pupils. Or, as Crow and Crow put it:

> The modern attendance officer is not a truant officer whose chief function is to find a recalcitrant child where he should not be, grab him by the

arm, and drag him back to school. Rather, he or she is a trained counselor who is alert to all the possible reasons for a child's absenting himself from school.[2]

In a rural situation where the attendance officer may serve several schools, this definition would seem even more apt. A supervisor of child welfare and attendance in a rural community has neither the time nor the funds available to hunt down isolated cases of truancy, however severe they may be. Rather, his major concern should be in coordinating a workable attendance program, planning with teachers ways to improve attendance accounting and, most important, working with the director of guidance on individual cases concerning the welfare of children. A supervisor of child welfare and attendance should concern himself primarily with the "child welfare" portion of his title; a secondary and more routine care should be attendance.

The consultant in elementary education. The elementary school supervisor should be classed under the heading of specialized guidance workers because he should have had more than average training in guidance. Since the elementary school supervisor in rural areas usually works out of a central county office, he comes in contact with guidance programs in several districts. He has an opportunity to observe and evaluate the guidance needs of the schools with which he works. It should be one of his most important functions, then, to work in close liaison with the director of guidance and the principals of the schools, to help interpret guidance needs and improve services.

Supervision of classroom instruction, of course, is one of the greatest responsibilities of the rural consultant. But he should be concerned also with the broader aspects of his position; that of lifting the level of the total educational program in the schools. To accomplish this important task efficiently, he must be constantly in the process of evaluating the efforts of the schools to improve their guidance services. It is his duty to see that (1) guidance records are kept efficiently, (2) permanent record cards are up to date and are being used, and (3) individual cases of greatest need are brought to the attention of the administrator and the guidance director. He should also be prepared to work closely with the principal and director of guidance in conferences and case studies concerning individuals.

[2] L. D. Crow and Alice Crow, *An Introduction to Guidance; Principles and Practices,* American Book Company, New York, 1951, p. 235.

Other Certificated Workers

The principal. The administrator of a rural school has been classified under other certificated workers and not specialized guidance workers because, unlike the principal of a large urban elementary school, the principal of a country school often has little more training in guidance than his teachers. Although this is to be deplored, it is nevertheless a fact to be reckoned with, and therefore must be considered in an enumeration of the guidance personnel in a rural school.

That the administrator is quite important in rural school guidance is obvious. Many authorities have commented on his position in the total guidance picture, but Schwartz sums them all up rather well by classifying the principal as "the key person in the whole situation, and how he works will determine the success of his efforts."[3]

Certainly, the principal is the key person in rural school guidance. The guidance program in his school will be as good as he makes it. His responsibilities in this direction are manifold. Not only is it his duty to see to it that materials are available to the teachers and are used by them, but he is also responsible to the specialized guidance workers in the field. In addition, the principal should act as a coordinator between his school and the community, helping wherever possible to bring all possible workers into the guidance sphere. Furthermore, and this is more possible in a small rural school, he should know each of the children personally so that he may be able better to assess their guidance needs.

It has been stated that a school is too large if the administrator cannot call each child by name. Undoubtedly, this is meant to be the optimum situation, since most schools will not fall under this description. The rural school administrator can play a more important role as a guidance person since he will usually not only know each of the children in his school personally, but will also know most of the parents as well. This fact has great implications for the principal as a leader in the guidance program. Yet all too often this advantage over larger schools is not exploited. But a principal who knows each of the youngsters in his school can certainly work more intelligently with

---

[3] E. Terry Schwartz, "Guidance a Cooperative Venture," *Education*, 73:461, 1953.

both teachers and professional guidance persons on the individual cases which come up during the school year.

The teacher. Just as the principal is the key to the total guidance program in a country school, so is the teacher the key to guidance in the individual classroom. The elementary teacher is more important than his counterpart in the secondary school for two reasons: (1) the elementary school instructor comes in contact with the children for a longer period of time each day than does the secondary teacher, and (2) elementary school children tend to confide in their teacher to a greater extent than do high school children. These factors place the rural grade school teacher in a position of trust insofar as close personal knowledge of her charges is concerned. This recognition is recognized by the leaders in the field of guidance. Cottingham says: "A notable feature of guidance activities in elementary schools is their centralization around the teacher as the key person."[4] Thus, the principal is the key figure in the over-all guidance program in a rural school, and the teacher is the most important factor in the activities concerning her own classroom pupils.

The teacher in a country school has an opportunity to work closely with pupils, a privilege not always given to the teacher in more densely populated areas. The rural teacher's function in the guidance program can and should be to know each of her pupils intimately. She should work closely with them, always endeavoring to discover their needs and strengths without, however, defeating her purpose by prying. The country school teacher comes in contact with her pupils in school and out, due to the fact that she usually lives in close proximity to the school. The urban school teacher may never see her pupils out of school. Always, however, the rural teacher should be striving to reach a greater rapport with her youngsters and their parents. When this is done, the task of guidance becomes easier and the teacher is beginning to achieve the goal set for her in guidance by Hildreth who, commenting on the importance of the teacher in an elementary guidance program, says: "Growth in personal development is inevitable where children live and work together with the teacher in a satisfying relationship."[5]

[4] Harold F. Cottingham, "The Unique Characteristics of Elementary Guidance," *Education*, 73:508, 1953.

[5] Gertrude Hildreth, *Child Growth Through Education*, The Ronald Press Company, New York, 1948, p. 339.

The school doctor and nurse. The place of the school doctor and nurse in rural school guidance is important. Perhaps the role of the school nurse is more important than that of the doctor for the simple reason that most rural schools see the school doctor (probably the county health officer) infrequently. His position is largely advisory to the schools, and is important in that he can issue information to the schools, hold meetings with the teachers and community to answer questions pertaining to the schools, make infrequent examinations, be a consultant on contagious diseases. The school nurse, however, may act in a much closer capacity in the rural schools.

There may be several county nurses in a large county, and like the educational consultants, they have many schools to serve. In addition to their service to the schools, they may also have other duties to perform such as running clinics, making home visits, and helping with the statistical data so necessary in a well functioning county health program. However, the county nurse can be of inestimable assistance to the school guidance program by helping administrators and teachers to become more aware of their responsibilities to the children in the realm of health. Many teachers and principals remain ignorant of the simplest health facts concerning the children in their school until the information comes to them via the school nurse. She is invaluable as a source of information, both to the teachers and to the children. During her weekly visits she can detect cases which may need special attention by out-of-school authorities, and can then notify the school *people of her recommendations. Often she is available for parent meetings* at which time she can exercise a potent influence in the field of guidance by providing information to the parents. Her actual contact with the children in respect to health guidance is perhaps small, but her capacities as an advisor and consultant in the field of health guidance should certainly not be underestimated. Rather, more use should be made of the school nurse in the rural areas than is now being done. The services are there, and it is up to the school people to take advantage of them.

The librarian. It is not difficult to place the librarian in the category of a guidance worker. The rural school librarian may not be a certificated person, as is the case in some larger, urban elementary schools. However, the nature of her work, together with the background that many librarians have had, causes her to be placed in the category of professional workers.

It is necessary, first of all, to define a rural school librarian. Usually, she is employed by the county and simply spends a few hours each week working in the county branch library. The fact that many branch libraries are located in the schools makes her position unique. She is not an employee of the school district, yet her influence on the children and the community is marked. Many schools in the rural areas which are fortunate enough to have a branch library in the school use the librarian almost as another teacher. It is she who finds books on special subjects which the youngsters need to complete projects they have undertaken; it is she who orders books requested by teachers as background material for units they have in progress. Often the boys and girls come to her to check out books on occupations and ask her recommendations. In short, the rural librarian guides the children's habits to a great degree. She can be of inestimable help to the school guidance program, for she usually knows each of the children personally and has an intimate knowledge of their reading habits, ability, and interests. Her help in the upgrading of children's reading, and the guided reading program, mark her as one of the important members of the guidance personnel in a rural school.

Classified Workers

The custodian. One of the weaknesses, perhaps, in assessing the guidance possibilities among the workers in schools has been the neglect of the classified personnel. It is true that their influence is diminished in the large city schools, but in rural districts they comprise one of the important categories of influence upon pupils. They do not have legal responsibility for guidance, but they make a strong impact upon pupils. The custodian in a rural school may quite often be the only man in the school. He may, therefore, exert a profound influence on pupil activities, especially of the boys in the school. They may unconsciously emulate him in many ways.

Often the custodian may possess the only repair and maintenance tools in the school. Many times he is pressed into service to help with projects the children are working on. Again, if he is the only man in the school, he will at times be called upon to help the boys with games and problems, simply because he is the only man connected with the school. This explanation is not meant to condone these practices; it is merely a plain statement of fact, and realistically we

should recognize the influence, guidance-wise, which the custodian exerts. Governing boards should bear this in mind when employing custodians.

The bus driver. The school bus driver must be included in the guiding personnel of a rural school because he too has an effect on the children. Many youngsters learn their first practical lessons in cooperation from the driver of the school bus on their first day of school. His character, kindness, understanding, and control of pupils should be among the chief qualifications required for selection by the governing board.

The cafeteria workers. Often the cafeteria help is entrusted with the planning of menus and instruction of the children in proper eating habits and lunchroom manners. It is true that this is a function of the teachers, but quite frequently it is delegated to the lunchroom help with assistance from the teachers.

Lay Personnel in Community Agencies

It would be impossible to attempt to enumerate the myriad out-of-school agencies which serve the rural schools in guiding capacities. Many purely local agencies are doing an outstanding job with no recognition outside their community. Other agencies are county- or state-wide and have little influence outside their limited spheres. Of the national groups, 4-H, Scouts and Cubs, Campfire Girls, Future Farmers of America and others do a great service in rural area guidance. Adult groups, such as the Farm Bureau and the service organizations, are all active in programs involving the guidance of young people. The Kiwanis Club, for example, lays heavy stress upon vocational guidance. Church groups are active in the country, also. Many of them sponsor summer programs of recreational and study activities which are designed to guide young people.

Conclusion

Effective guidance in a small rural school is the sum total of all the efforts of school and community personnel. The principal or superintendent has responsibility for the program, but it should be a cooperative undertaking, jointly planned and jointly carried out, by all personnel who work with the children of the community. The efforts of the school staff are not sufficient alone, for, as Ruth Strang says:

Although a few county supervisors of guidance and a few counselors with professional background are employed in large consolidated schools, the guidance of rural young people rests almost entirely upon their teachers, principals, club and church leaders, and parents.[*]

The beginnings of an effective all-community guidance program may very well be the responsibility of the educational leaders in the community, but after the program has become established, the guidance of rural elementary school children remains the responsibility of the community. The extent to which this responsibility is carried out will determine the effectiveness of the guidance program.

FUNCTIONS OF ELEMENTARY SCHOOL GUIDANCE PERSONNEL

Elementary guidance personnel should participate in the program in line with their responsibility and training. Much that has been said concerning the responsibilities and functions of guidance personnel in small rural schools applies equally well to guidance personnel in elementary, junior high, and senior high schools.

The Teacher

The teacher is the master molder. Willey points out that:

> At the heart of the guidance program is the teacher herself. Guidance in the elementary school is an integral part of the teaching and learning process . . . With the possible exception of the child's parents no single person has greater influence on personality development than the classroom teacher.[']

The guidance-minded teacher is the one within the school who knows the most about the child. He sees the child in many differing situations in and out of the classroom. He notices the frustrating, the boring, the stimulating situations. As a result of developing keen insight regarding the child's needs, the teacher becomes the key figure among the elementary school guidance personnel.

The teacher employs a number of techniques to effect pupil guidance. He gains a knowledge of the child and his environmental oppor-

---

[*] Ruth Strang, "Concerted Action for and with Rural Youth," *The Educational Record*, 32:411–412, 1951.

['] Willey, *op. cit.*, p. 8.

tunities. The cumulative records contain information on family background, physical condition, mental potentialities, achievement, and school history. The teacher gains deeper understanding by testing, by observing, by keeping anecdotal records, and by talking with pupils, with parents, and with other individuals. Many facets of the life of the pupil are made clear to the teacher. Knowing the child is an indispensable basis for guidance.

For the children who are having special difficulties, the teacher may seek help from the district, county, or state department offices. As the teacher becomes aware of the more difficult problems, he may be able to offer guidance help himself, or refer such cases to specialists.

Counselors

The practice of employing counselors at the elementary school level is not widespread, but some school districts on the West Coast and some large city school districts in the East have established the position of elementary school counselor. Where the position exists, the incumbent is concerned with the testing program, educational achievement, and improved personal-social behavior.

The practice of employing counselors should be expanded. By careful study of pupil achievement in relation to pupil ability to achieve, by recommending the elimination of school distractions which interfere with pupil learning, and by encouraging a more favorable learning climate in classrooms, the counselor can add considerably to the increment of learning. Counselors do much to diagnose and interpret good learning conditions and activities to parents.

Elementary school counselors need good training in psychometry and psychology and should have served as classroom teachers for a minimum of two years. Through working with teachers to bring about better learning environments, explaining favorable practices to parents, and interviewing individual pupils, the counselor can do much to enhance the personal, social, and educational adjustment of pupils.

The Principal

The principal of the elementary school recommends necessary personnel for the guidance program. Personnel for testing, counseling, and special teaching may be appointed. He organizes a program which

will be adequate for the needs of the school. As the program develops he supervises it with the idea of constantly improving guidance services to children. He encourages teachers to get specialized training. Through his relationships with classified personnel, he can do much to help them exert better influences upon children.

The principal knows that the school staff are all important in guiding children. He will therefore select new personnel because of their guidance possibilities, and will train personnel in service to perform better guidance functions.

School Nurse

The school nurse compiles health information as a means of helping other personnel understand the child's physical needs. She takes care of injuries, certain examinations, and the recording of data concerning physical growth. She is available for consultation to the teaching staff and to parents.

Central District Personnel

From the district central office in large elementary school systems, visiting teachers, school psychologists, supervisors of special classes, and others help with guidance services. The needs and size of the local district determine the personnel to be employed as specialists. These specialists normally have time and skill to diagnose difficulties of children. They should render no service, however, that the teacher can render adequately. The specialists should rely on the teacher to a great extent for observation and reporting on pupil progress regarding aptitudes, reactions, interests, and performance. This information may be acquired by (1) narrative description, (2) rating scales, (3) anecdotal records, (4) tests, or (5) by case studies. A harmonious relationship should exist between teacher and specialist. The specialist is employed to supplement and improve the local school's guidance program.

Community Resources

The community resources for help in child guidance vary according to the community. In some areas there are health clinics, psychiatric clinics, service clubs, character building organizations such as

YMCA or scouting groups, and many others. Any of these groups might be recommended to the parent by the teacher, or the principal, in the light of discussion concerning a child's problems. Community guidance organizations should be utilized in supplementing school personnel.

The Role of Parents

Parents, of course, play the biggest part in guiding children. There should be a close, harmonious interaction between parents and teachers. A conference held with each child's parents individually will do much to increase the mutual understanding of a child's personality. Much can be worked out in the way of planning for future courses of action which will aid the child in facing the problems of life. The parents can be encouraged to attend child discussion groups and family life courses. Readings might be suggested and other helps offered by the teacher. A working teacher-parent team in child guidance is desirable.

Conclusion

There are numerous classifications of personnel within the school, the district, and the community which are available for child guidance. Outside the home, the teacher has the greatest responsibility for bringing about the utilization of these resources in guiding the elementary school child. The teacher should know the needs of the child best, and in light of his position, he is the one most able to co-ordinate the various personnel in guidance at the elementary school level.

GUIDANCE PERSONNEL IN JUNIOR HIGH SCHOOLS

This section of the chapter covers guidance personnel in the junior high school as a specialized section of the secondary level. Through an effective guidance program, the junior high school can help its pupils to a happier school experience, while showing them how to become well-adjusted. It is at this level that the child's developing interests and capacities are explored and encouraged.

The junior high schools of today, city and rural, are beginning to use their entire staffs as guidance workers instead of relying mostly

upon trained specialists. All teachers and junior high school personnel with whom the individual child comes in contact have both direct and indirect influences upon him. Through a well-organized guidance program, teachers become more aware of their influence and realize that they are an important part in guidance.

The Home-room Teacher

The home-room teacher, who is sometimes known as the core, social living, or social studies teacher, has a class for a guidance period during the day. In this period, the home-room teacher has a good opportunity to observe individuals as well as to exert strong influence upon them. Notations can be made of those making normal adjustments to the school situation, and assistance given to those who need help. The home-room teacher is also best suited to work with specialists when an individual pupil needs assistance.

Through an effective program of orientation at the beginning of the year, the home-room teacher helps children fit more easily into the new school pattern. From his closer and more numerous contacts with the class, the home-room teacher is able to assist other teachers who have problems with any of his children. On the whole, the junior high school home-room teacher has great opportunity for guiding children.

Specialists

Under the heading of specialists are the counselor, nurse, doctor, psychologist, remedial teacher, and librarian. Almost anyone connected with guidance can be included here.

Counselors. The counselor's job is important in junior high school. To be effective, the counselor needs to devote all his time to 400 to 500 boys and girls. Teacher-counselors may be appointed, but they should be given time for counseling in the same ratio as the full-time counselor.

As a person, the counselor needs to be someone in whom the children have, or can easily gain, confidence. He must be able to listen objectively to the children's problems and encourage them to bring their problems to him, whether academic or personal. He should be impersonal, objective, and understanding when dealing with pupils.

Librarian. The librarian has contacts with many children. In some districts the librarian is also the girls' counselor.[5] Through her duties as librarian, she can render valuable assistance in the guidance program.

Psychologist. In some cases where the junior high school district is large, a full-time psychologist may be employed. Otherwise, in smaller, rural areas he would probably work only part-time for the district. The psychologist handles cases which require more specialized help than that which could be given by the teacher, counselors, or principal. Children with behavior problems are studied, and therapy recommended. The psychologist works closely with parents.

Nurse. The junior high school nurse has an excellent opportunity for impressive guidance in connection with health and physical care. She can give periodic lectures on different phases of good health, such as diet, cleanliness, and rest. The nurse is able to carry on an effective disease prevention program.

The doctor. It is up to the doctor to make examinations and to consider problems which are too complex for the school nurse. He works with parent groups and attempts to eliminate health hazards from the junior high school. At this level he often makes examinations to qualify pupils for participation in beginning interscholastic games.

The remedial teacher. There is a great need to have more remedial work for children in junior high schools. Remedial teachers have a profound influence on the child, no matter what they are teaching. If a child can once be shown that he is able to do something, such as learning to read with a fair degree of accuracy, many of his problems in school will become proportionately lighter. The inclusion of well-trained and experienced remedial personnel who are genuinely interested in the problems of children is essential in a good guidance program. These remedial teachers should deal with children of good capacity, but who for some reason have not achieved in line with their possibilities.

Teachers. The physical education, shop, and industrial arts teachers can help in the guidance program to a considerable degree because of the nature of what they teach. The children often work more informally in these classes, so that the teacher has a greater chance to counsel with them. All teachers should keep in mind the fact that, no

[5] Lester Beals, "The Junior High School Past and Present," *Bulletin of the National Association of Secondary-school Principals,* 36:15–24, January, 1952.

matter what they teach, they are giving direct or indirect guidance by what they say, as well as by their own conduct in and out of the classroom. The teacher, in the junior high as well as at the elementary level, is the key guidance person in the school.

The vice-principal. The vice-principal works with the principal in setting up the guidance program. He works with the teachers on many classroom guidance problems. In some districts, the vice-principal handles children who require disciplinary measures. It has long been believed that it is a poor practice to have the teacher or counselor take disciplinary action if the guidance program is to be effective, but others point out that it is impossible to separate "discipline" and adjustive problems. The vice-principal is sometimes in charge of dances and other extracurricular activities. Here he has an opportunity to observe out-of-school behavior and can offer help to teachers and counselors.

The principal. Upon the principal lies the responsibility for the entire guidance program, and it will be little better than his efforts make it. He is responsible for planning, implementing, coordinating, and improving the junior high school program of guidance.

The principal must believe sincerely in the guidance program if it is to be successful. He must help train his personnel: teachers, custodians, counselors, and others.in service. He must inspire his personnel to guide by both word and example. At all times, the principal must be aware of weak spots in his program and be prepared to mend these defects as quickly as possible.

The superintendent and school board. The superintendent has the final responsibility for securing the best principal to head the guidance program in each school. He delegates the execution of the guidance program to the principal. The success of the program in any school system depends to a great extent upon the type of personnel which the superintendent and board employ. The board has an indirect effect upon the guidance program through its policy-making function. The superintendent should keep the board informed at all times with respect to guidance and should request additional personnel, budget, and materials to improve it. He should be sensitive to the guidance recommendations of principals.

Custodians. The importance of this group of people should be recognized in junior high school. Through their attitude toward their

work, their language, their conversations, and their behavior, they have a constant influence on the children. The principal and superintendent should be careful to select men and women who will set a good example for the children of junior high school age.

Cafeteria workers. The job these people have is very similar to that of the custodians. Through their attitude in serving the children, taking their orders, and directing student workers, they can have unusual influence.

Secretary. The need to consider the junior high school secretary as part of the guidance program is an actual one. During a single day many children come into contact with her. She also handles records of a highly confidential nature at the junior high school level.

Summary

This section has included a consideration of all school personnel in the guidance program. Much could be said about lay personnel and community resources, but these have been discussed under personnel for elementary schools. Again it can be said that all school personnel must perform guidance functions—each according to his training, interests, and assignment responsibilities.

FUNCTION OF GUIDANCE PERSONNEL IN THE SENIOR HIGH SCHOOL

A guidance program at the senior high school level should exercise a directional influence upon individuals just before they enter the world of work or enroll in advanced training. Working as it must through all members of a school staff and all the activities of the school, the guidance program should (1) increase teacher sensitivity to individual needs, (2) should encourage the adaptation of instructional experiences to individual capacities, and (3) should promote a relationship between the staff and students which would be favorable to their highest all-round development.

The *whole staff* should keep in mind that guidance is concerned with all of the students, not only with those who have special problems. These students should be guided as whole individuals, not as intellectual or vocational segments. Guidance is not a job for the specialist alone but a prime responsibility of the whole staff. Guidance in the senior high school is a long term project in which students and

staff cooperate to develop the individual to the maximum of his capacity in the direction most beneficial to society.

Guidance Workers on the Staff

Who is considered a member of the guidance staff? The staff consists of all employees of the school district who, directly or indirectly, associate with the students of the school. The board of education members, although not employees, also play an important part in senior high guidance. Brown points out that, "Not only the teachers of academic subjects, but the instructors in physical education, attendance supervisors, counselors, and health specialists are all essential to any program of individual guidance."[9] The high school guidance personnel can be broken into five main categories: (1) teachers, (2) counselors, (3) central office staff, (4) nonteaching school staff, and (5) classified personnel.

Teachers as Guidance Workers

High school teachers can be classified as the most important guidance workers at the senior high level. Their everyday association with youth gives them an opportunity unequaled by any other member of the faculty. Most teachers feel, however, that they are not fully qualified to meet this responsibility. This feeling of need by teachers can best be met by enhancing guidance information and techniques through in-service training. If teachers are to play their full role in the guidance program, their feelings of uncertainty must be overcome.

Teachers can be classified into three main categories: (1) teachers of required subjects, (2) teachers of elective-type and physical education courses, and (3) teachers as club advisors.

The regular nonelective courses are in general required of all students. The teacher does not have students with a basic initial interest in those courses. This will prove a disadvantage to teacher-pupil relationships in the beginning, but need not prove a disadvantage throughout the course.

High school teachers seldom know their pupils as well as do teach-

---

* Marion A. Brown, "Organization of the Dean's Work in Secondary Schools," in Sarah M. Sturtevant and Harriet Hayes, *Deans at Work*, Harper & Brothers, New York, 1930, pp. 111–112.

ers in the elementary school. This condition is partly due to the number of students handled by high school teachers, as compared with the number handled by elementary teachers.

Good guidance is not a duty in excess of the teaching load but it is part of that load, and should not be made an additional burden. High school guidance should be integrated into the present educational pattern by teachers themselves. Secondary education, in both junior high and senior high schools, is not merely the teaching of subjects, but a process of guiding the development and growth of individuals. The aim of secondary education in a democratic society is directed toward developing in each individual the knowledge, interests, ideals, habits, and skills whereby he will find his place and use that place to shape both himself and society toward ever better ends.[10]

The teacher as a guidance worker should be able to identify individual problems in his classroom and be able to treat these problems with understanding. In order to treat these problems with understanding, he must be able to observe and record significant information about pupils. In helping the pupil, the teacher may collaborate with other classroom teachers, the counselor, parents, and specialists in the district. By organizing his teaching to fit class needs, the teacher can do an excellent job in group guidance.

Every teacher should study test results: achievement, aptitude, interests, and temperament. The teacher needs also an understanding of the parents and the home conditions. The teacher should know the pupil's plans for continued education and his vocational goals. He should have an understanding of the pupil's likes and dislikes, problems, and frustrations.

To meet the needs of his high school class, the teacher may include as much vocational information as possible in his teaching. He should have suggestions concerning vocational possibilities and current literature on vocational opportunities. By presenting varied vocational opportunities, he may encourage each student to develop his unique interests and abilities.

Students should feel free to come to the teacher for advice in choosing extracurricular activities. The teacher should present the

[10] National Education Association, Commission on the Reorganization of Secondary Education, *Cardinal Principles of Secondary Education*, U.S. Bureau of Education Bulletin 35, 1918, p. 9.

pupil with many opportunities which require decisions and guide him in making intelligent decisions.

The high school teacher can prevent maladjustments. He can begin by looking at students with poor attendance records. He should also find out more about those students who are always late with their assignments. Many times a teacher will find students who are overly quiet and daydream to excess. Those less capable need modified activities which are within their ability range. Students who have ample ability should be kept working to their maximum. By meeting individual needs, the teacher can do much to prevent maladjustments and keep students growing normally.

The teacher should maintain a suitable room environment. Although this may seem an indirect function of the guidance program, it has a rather definite effect upon the student. Those who are having social difficulties may be seated next to students who can help them. Wall decorations, if colorful, lend a pleasant atmosphere. The establishment of good room environment can be a joint responsibility of teacher and students.

Another function of the classroom teacher is the improvement of health. The teacher's part in the health program is twofold: that of instructor in health education and visual diagnostician. As an instructor in health education, the teacher helps the student set up individual health goals. Each pupil should have an understanding of proper nutrition, cleanliness, relaxation, exercise, and an ability to overcome handicaps, whether physical or mental. As a visual diagnostician, the teacher should be on the lookout for those children who are overtired, have contagious diseases, are suffering from malnutrition, have poor standards of cleanliness, and the like. Upon discovering health hazards, the teacher should work with nurses, doctors, and others upon a therapy program.

If the high school teacher has established good relationships, he will have a basic understanding of teen-age problems. He will be able to guide students as well as direct their factual study.

Teachers of elective-type and physical education courses. Those who teach elective courses and teachers of physical education courses sometimes have opportunity to gain close rapport with high school students. These teachers have two main functions in guiding their students: classroom counseling and vocational guidance.

As a classroom counselor, the teacher should endeavor to develop the best personal, social, and educational qualities in each student. For example, those who have leadership ability should be given opportunity to lead. Each student should be studied as an individual and given help and motivation to proceed toward the attainment of his immediate and future goals.

As vocational guides, these teachers have opportunities to assist students with their occupational plans. Motion pictures, field trips, businessmen's speeches to classes, and student conferences, are just a few of the many ways in which a teacher can help students meet vocational problems.

The High School Counselor

The high school counselor heads up the guidance program. "A counselor is a person selected by virtue of interest, training, experience, and ability to carry on the delegated responsibilities of counseling."[11] Counselors are needed in helping students plan for the future, solve their problems, develop healthy attitudes, and in other words prepare themselves for life in a democracy.

The counselor needs to organize personnel, physical facilities, and materials, tools and techniques, to do a professional job of counseling and guidance.

The counselor should be a teacher of teachers. He is responsible to the principal for the operation of the high school guidance program. He should help teachers plan and develop good guidance practices in the classroom. The educational objectives of the school should give direction to the school's guidance program. As students should feel free to come to their instructors for counsel and guidance, so should the instructor feel free to come to the counselor.

The counselor has a responsibility in the community. He should talk with civic groups, and explain the aims, problems, and features of the guidance program. The counselor should explain to local business and industrial firms the relationship of his office to their personnel programs.

The counselor should possess high competency, with a wide and varied background of experience. He should have a full understanding

[11] Clifford E. Erickson, *A Practical Handbook for School Counselors*, The Ronald Press Company, New York, 1949.

of children. Teaching experience is essential. Previous experience in vocational or nonschool work is highly desirable. Sufficient university training in the field of counseling and guidance is assumed. Personally, the counselor must be easy to meet, friendly, likable, understanding, and poised.

The Central Office Staff

The central office staff has the responsibility of bringing together and coordinating all the various aspects of guidance. The superintendent has to pave the way for improvements, provide for various needs, and encourage the entire staff to participate in the program. He should develop a means by which teachers and counselors can further their effectiveness in guidance. It is up to him to recommend to the board the acquisition of new equipment, personnel, and sufficient funds to run the program. He plays an important role in his selection of teachers, counselors, and a director of guidance.

The board of education is responsible to the people and delegates guidance functions to the superintendent. The board, along with the superintendent, should provide sufficient funds for the operation of a successful program and secure capable personnel.

Physicians and dentists from the central office serve as guidance personnel by giving physical examinations. The ideal situation would be a physical examination for every child at least once a year. Small districts have part-time doctors, whereas the large schools have full-time physicians. As the physician's service is limited in the high schools, so is that of the dentist. He is becoming more a part of the guidance program than he has been in the past. Proper facilities for examination should be available in all high school districts.

Another member of the central office staff is the psychiatrist. He is usually the guidance specialist for final referral. His referrals come from teachers, counselors, and mainly from the school psychologist.

A psychologist is now employed by most high school districts of large size. The psychologist handles children who are referred by teachers and counselors. Smaller districts depend upon part-time service or upon a central pool such as a county or state office. The psychologist works in close cooperation with teachers and counselors in helping students with problems.

Heading up the guidance program in large districts is the director of guidance. He plans programs, assigns personnel, provides in-service training, and in general stimulates and directs the district's guidance service.

The attendance and child welfare officer sees that the pupil is available for instruction. He discovers and helps to rectify reasons for pupil absence. He uses many guidance techniques with both pupils and parents.

Nonteaching Guidance Staff

The nonteaching staff of guidance workers includes such personnel as nurses, librarians, psychometrists, and others. These personnel play a rather indirect but important part in the school's guidance program. They are mainly resource personnel. The nurse should assist the physician and dentist in conducting their examinations. Her primary service otherwise is that of first aid and follow-up after examinations. She may be called upon, if credentialed, to teach health and first aid. The librarian is a resource person of considerable importance in the guidance program. She sets up lists of available references for the use of students and faculty. She often provides vocational shelves and pamphlet files of occupational information. The psychometrist aids the psychologist and may work out of the central office.

The noncertificated staff. The noncertificated staff are not usually listed as guidance workers, but since they do guide, they are considered here. These people perform jobs which influence children. Cafeteria help, secretaries, bus drivers, and custodians are considered members of the noncertificated staff. The administrator should be extremely careful in choosing these workers.

Conclusion

In school districts of all sizes and levels, all personnel affect the guidance program. *Each guidance worker should assume responsibilities appropriate to his personal qualifications, training, and assignment within the school.* Guidance workers need continuous in-service training.

By providing guidance personnel with sufficient time, physical facilities, guidance materials, and democratic leadership, much can be done

to develop pupils to the maximum of their capacities in the direction most beneficial to society.

SELECTED BIBLIOGRAPHY

Beals, Lester: "The Junior High School Past and Present," *Bulletin of the National Association of Secondary-school Principals*, 34:248-257, 1951.

Brooks, H. B., and L. L. Kaplan: "Guidance Principles and Practices," *Bulletin of the National Association of Secondary-school Principals*, 35:59-70, 1951.

Christensen, Thomas E.: "Responsibilities of the High School Program," *School Review*, March, 1949.

Cottingham, Harold F.: "The Unique Characteristics of Elementary Guidance," *Education*, 73:508-509, 1953.

"Counselor Competencies in Administrative Relationships," Eighth National Conference of State Supervisors of Guidance Services and Counselor Trainers, U.S. Office of Education, July, 1949.

Crow, L. D., and Alice Crow: *An Introduction to Guidance; Principles and Practices*, American Book Company, New York, 1951.

Erickson, Clifford E.: *A Practical Handbook for School Counselors*, Ronald Press Company, New York, 1949.

—— and Glenn E. Smith: *Organization and Administration of Guidance Services*, McGraw-Hill Book Company, Inc., New York, 1947.

Fowler, Fred M.: "Guidance Service and Student Personnel Service," *Bulletin of the National Association of Secondary-school Principals*, 35:104-115, 1951.

Guidance Handbook for Counselors and Teachers in San Diego City Schools, San Diego City Schools, San Diego, Calif., 1950.

Hartsig, Barbara A.: "The Nature and Scope of Guidance Services in Elementary Schools," unpublished master's thesis, School of Education, University of Southern California, Los Angeles, October, 1945.

Hatch, Raymond N.: *Guidance Services in the Elementary School*, Wm. C. Brown Company, Dubuque, Iowa, 1951.

Hildreth, Gertrude: *Child Growth Through Education*, The Ronald Press Company, New York, 1948.

Hill, P. J.: "What Kind of Guidance and Counseling Program in the Junior High School," *Bulletin of the National Association of Secondary-school Principals*, 35:162-167, 1951.

Macomber, Freeman G.: *Guiding Child Development in the Elementary School*, American Book Company, New York, 1941.

McNeely, J. G.: "An Administrator's Philosophy of Physical Education," *Journal of Health, Physical Education and Recreation*, 21:136–137, March, 1950.

Miller, Paul: "What Kind of Guidance and Counseling Program in Junior High School," *Bulletin of the National Association of Secondary-school Principals*, 35:157–162, 1951.

National Education Association, Commission on the Reorganization of Secondary Education, *Cardinal Principles of Secondary Education*, U.S. Bureau of Education Bulletin 35, 1918.

Schwartz, E. Terry: "Guidance a Cooperative Venture," *Education*, 73:459–461, 1953.

Strang, Ruth: "Concerted Action for and with Rural Youth," *The Educational Record*, 32:409–422, 1951.

———: *The Role of the Teacher in Personnel Work*, 4th ed., Bureau of Publications, Teachers College, Columbia University, New York, 1953.

Sturtevant, Sarah M., and Harriet Hayes: *Deans at Work*, Harper & Brothers, New York, 1930.

Warters, Jane: *High-school Personnel Work Today*, McGraw-Hill Book Company, Inc., New York, 1946.

Willey, Roy De Verl: *Guidance in Elementary Education*, Harper & Brothers, New York, 1952.

CHAPTER 11

The Guidance Budget

A worthwhile guidance program requires a reasonable monetary expenditure to enable it to function properly. Financial consideration must be given three factors: time must be provided for someone to counsel students, provision must be made for space in which to operate, and material must be made available in sufficient quantity to enable the counselors to work with reasonable efficiency.

PERSONNEL

As the need for specialized help for students became more apparent, too often the guidance responsibility was given to someone already carrying a full load of administrative or teaching responsibility. Unless time is actually budgeted for guidance, little will be accomplished. There is some difference of opinion as to how this time should be budgeted.

It is rather generally recognized that in the smaller school the chief administrative officer will take the lead in organizing and participating in the guidance program, even though it is recognized that the press of other duties may hinder him in his effectiveness as a guidance person. Sometimes the vice-principal or a faculty committee is given the responsibility for heading up the guidance program. Too often the concept of the vice-principal as the chief disciplinarian of the school makes it difficult for students to see him in the role of counselor.[1]

[1] Gunnar L. Wahlquist, "Are Vice-principals Out of Date?" *Clearing House*, 28:78-79, October, 1953.

Number

In the larger school, of a thousand students or more, it is necessary to have one person directly in charge of the guidance program. This person may be known as "Counselor," "Coordinator," or "Director of Guidance." This director will need one or more persons to assist him if the program is to be adequate. The number of these assistants is subject to considerable debate. It is generally considered reasonable to have one counselor to a thousand students in the elementary school. At the secondary level, extremes from 200 to 600 students per counselor have been suggested. A bulletin from the California Department of Education guidance office suggests that the optimum number of counselees per counselor be approximately four hundred.[2]

Organization

As the school grows, additional personnel will be needed to do an adequate job of guidance. Should these additional counselors spend part of their time as teachers or should these additional personnel spend full time counseling? The proponents on both sides present cogent reasons for their points of view. Those who favor teacher-counselors contend that counselors who spend part of their time in the classroom would be more realistic in their counseling since absence from the classroom causes one to forget the conditions under which teachers labor (this charge has been leveled at all administrative officers for many years). Furthermore, it is contended that teacher-counselors would know their students better than counselors who are in the office full time. This contention could only be true if these teacher-counselors counseled only the students in their own classes. Since the counseling of students is often set up on a class level, alphabetical division, or even a sex basis, many students could not be in the classes of these teacher-counselors.

The proponents of full-time counselors have some very definite conclusions regarding their point of view. Students, they contend, need help at the time the problem appears. To be told that they can see Mr. X at a certain time of day often prevents the student from

[2] Donald Kitch and William H. McCreary, *Improving Guidance Programs in Secondary Schools,* California State Department of Education, Sacramento, Calif., 1950.

making a second attempt to obtain counseling. If a teacher is involved in the problem, often an immediate solution, or at least action, is advised. Some counselors feel that the encouragement of the students to bring their problems at the time of the incident is a basic factor in a successful guidance program. It is also pointed out that full-time counselors do not face the dilemma of trying to "serve two masters." Adequate preparation is necessary for both teaching and counseling. Would a teacher-counselor have time to prepare adequately in both areas? Would it be possible to keep up to date in each area? Could one find time even to read the journals in both fields? Wouldn't this eventually lead to slighting either the teaching or the counseling? Perhaps the best argument for full-time counselors is the recognition that many teachers do not have the desire or training to act as guidance specialists. It is now becoming recognized that there is a vast difference between advising and counseling students. Advising can be done by anyone because it involves only the giving out of information possessed by the individual giving the advice. Counseling is a process of helping the individual to discover pertinent facts about himself and his environment and the importance of their application to a given problem. This involves more than the symptoms observed. Often specialized training and skill are required to find the basic cause.

One of the authors of this volume had the experience of working with both teacher-counselors and full-time counselors. Some of the teacher-counselors did an excellent job, but in terms of the value to all students and the best return for the expenditure made, well-trained full-time counselors were found to be much more satisfactory. This system was predicated on the philosophy that every teacher is a counselor and does counseling, but there is a need for specialized counseling for many students somewhere in their school career. Mutual respect and confidence are the necessary ingredients for a successful program.

Whatever system may be employed in the guidance program, it must be kept in mind that unless there is budgetary provision for time to do the job, it will not be done.

GUIDANCE OFFICE

The *second factor* that must receive financial consideration is the office space in which the counseling is to be done. In the small school,

office space is not a major factor. Although meager space is allotted for administrative purposes, where one individual is doing the counseling and the records can easily be kept in a single file, such space is often sufficient. As schools increase in size and additional personnel are included there must be more consideration of the place where guidance is to be done.

Central File

There are four major considerations to be kept in mind in the planning of guidance facilities.[3] The first consideration is the necessity of a good record system. Since real counseling is based on as complete knowledge of the individual as it is possible to obtain, it is imperative that a cumulative record system be available to all who are to assist the student. Too often, in schools large and small, there are separate files in different offices, each containing some valuable information about individual students. A central file into which all pertinent information about a student may be recorded is a necessity. This file should be located so that it will be easily available to both teachers and counselors. Generally there should be space for three files: students currently enrolled, graduates, and drop-outs, those who left school before graduating or transferred to another school.

Counselor's Offices

The second consideration in planning guidance facilities is the space in which the counseling is done. Separate offices must be available when more than one counselor is working at the same time. These offices need not be too large, but consideration should be given to the number of people it might contain at a given time. Most counseling will be done with one student at a time, but in the better counseling situations, teachers and parents are brought into the situation to arrive at a more desirable solution. Therefore, it is necessary to consider that frequently the counselor may have four or five people in the office at one time. In addition to the space for five chairs there must be an adequately placed desk (so the counselor will not have to climb over people to get in or out of his office during a counseling session!), a steel filing cabinet, a table or small bookcase for catalogs and other

[3] Gunnar L. Wahlquist, "Your Guidance Office," *The School Executive*, 69:24-25, 1950.

guidance material, and possibly space for a bulletin board on which scholarship notices, posters, and other guidance material may be displayed. These individual offices should be grouped around some central office space and adjacent to the record space or vault. Furthermore, since it is now becoming apparent that all of the special services and the administrative officers need to work as a team, these offices should be located in close proximity to the attendance office, the nurse's office, and the principal and assistant principal's office.

Office Space

It must be further considered that clerical and secretarial work should not be required of highly skilled personnel. It is actual economy to provide space for adequate clerical and secretarial help. In small schools part-time assistance is sometimes adequate, but in larger schools where considerable testing is done or where large numbers of students are assisted, clerical assistance is of prime importance. Space for these assistants and a space for student assistants should be provided. In larger offices there should be additional consideration of space for test-scoring machines, tabulators, and photocopy equipment which will greatly facilitate the work of the counselors and reduce the cost of essential services. Cupboards for storing tests and answer sheets, office supplies, and registration materials should also be provided.

Waiting Room

A fourth consideration should be an entrance or waiting room for students. Even though counselors may attempt to schedule many interviews, a guidance office that is really useful to all the students in the school will have many students coming in without previous notice. This area can play an important part in the guidance process if bulletin boards and a table with reading materials is provided.

A desirable feature for a guidance office would be a class-size room for larger conferences and for group testing. From the standpoint of economy, this use of such a large space on a few occasions would be questionable. Regular classrooms, the library, or the study hall may be used for the occasional testing of groups. It is highly desirable to have classroom teachers to assist in testing groups, if they have been carefully trained in giving group tests, because of the personal interest aroused by such participation. This testing can be done in the regular

classroom during the school day. More desirable would be a small conference room. Often a case conference session involving the principal, the attendance officer, the nurse, and the student's five or six teachers meeting with the counselor would find such a room helpful. This room could also be used for testing individual students while the counselor worked with another student.

Specific recommendations were drawn up by a Guidance Facilities Committee of the Cincinnati Public Schools, for "Building for School Counseling."[4] Among other interesting suggestions, they felt that each counselor's office should contain not less than 150 square feet and that the waiting room should not have less than 150 square feet of space for one counselor and an additional 50 square feet for each additional counselor.

The counseling setup for a small school was suggested in an article in *Occupations* by Floyd Fladseth.[5] After stating his criteria for a counselor's office as accessibility, privacy, convenience, adequacy, attractiveness, surroundings, flexibility, and economy, he pointed out that he considered proximity to the principal's and the nurse's offices very important, and proposed the plan shown in Figure 35 for a small school.

In 1949 the administrative offices of the El Monte Union High School became inadequate because of the growth of the school. Also at that time the guidance services were being expanded, and it was decided to make the former guidance office available to other services and construct an entirely new office unit to be shared with other facilities. One of the authors had the privilege of assisting in designing the building constructed so that it fitted the program then developing. A room for the central file, space for a secretary and a clerk, and private offices for five counselors was provided. There was an attempt to maintain a ratio of one counselor for five hundred students. This is shown in Figure 36.[6]

Another high school that occupied new quarters in 1952 was Visalia Union High School. These plans have features such as inner

[4] Mary P. Corre and Grace Geiger, "Building for School Counseling," *Occupations*, 24:266–268, 1946.

[5] Floyd R. Fladseth, "Streamlining the Counselor's Office," *Occupations*, 25:169–171, 1946.

[6] Sketch of the Guidance Building, El Monte Union High School, through the courtesy of John Edmondson.
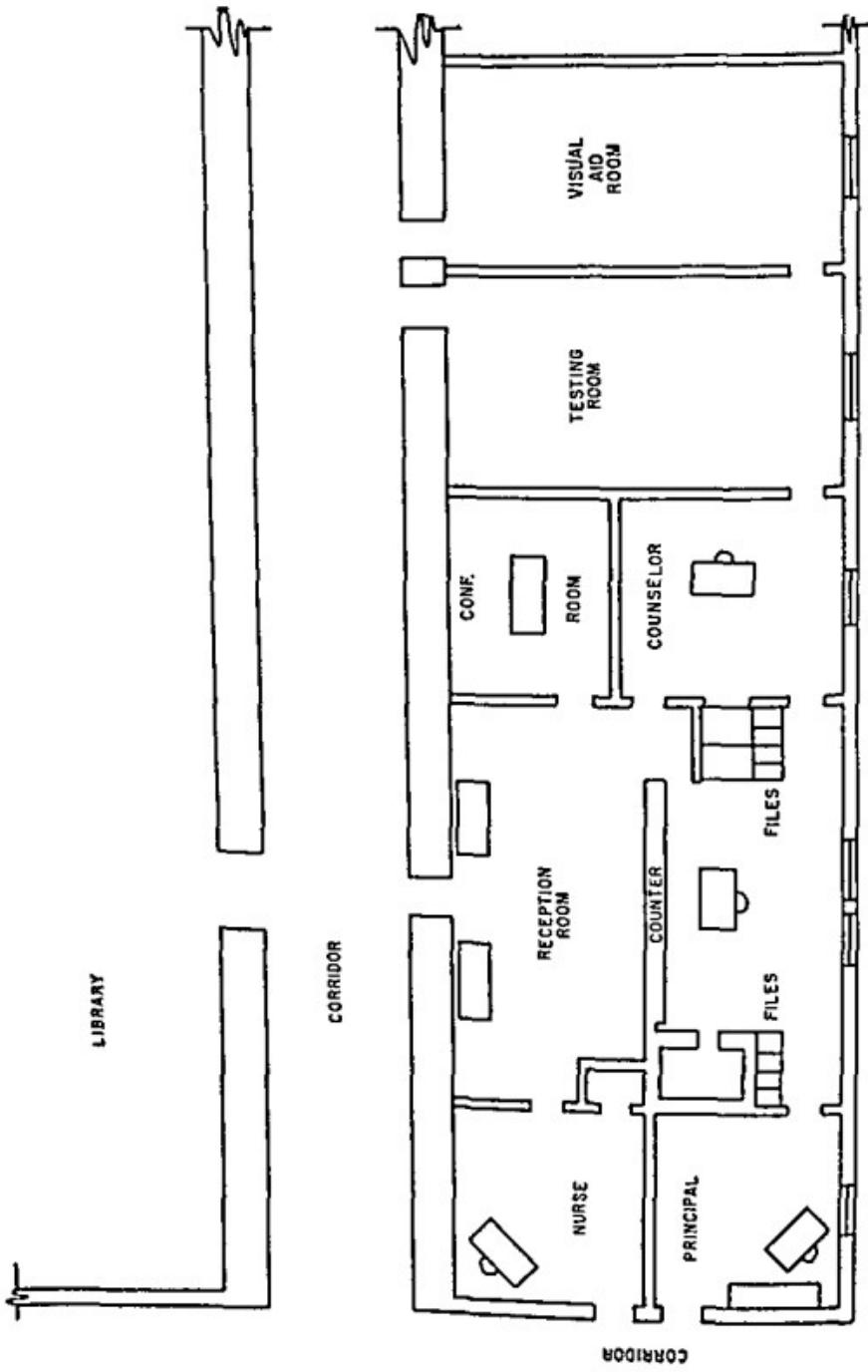
Figure 35. Counseling set-up for a small school

LIBRARY

CORRIDOR

VISUAL AID ROOM

TESTING ROOM

CONF. ROOM

COUNSELOR

RECEPTION ROOM

COUNTER

FILES

FILES

NURSE

PRINCIPAL

CORRIDOR
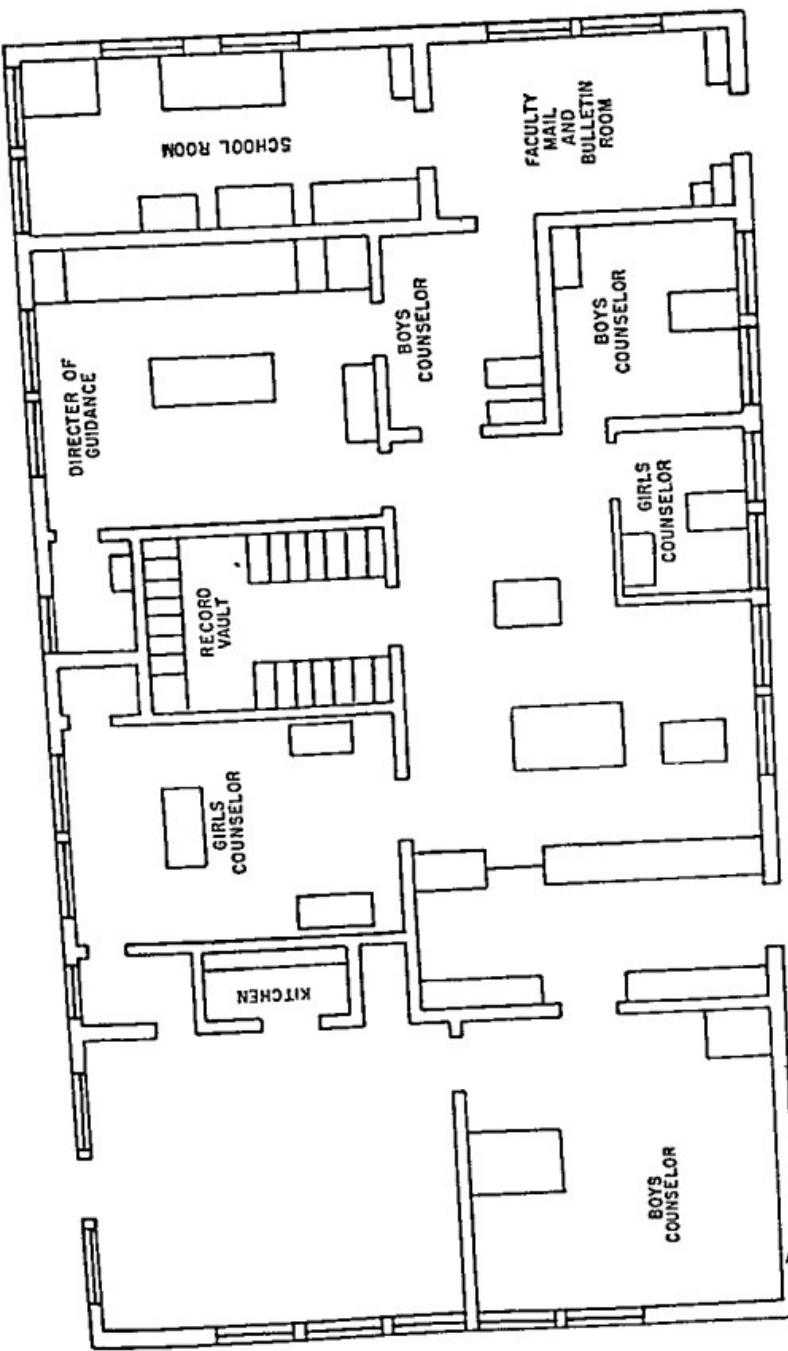
FLOOR PLAN

RESEARCH AND GUIDANCE BUILDING

EL MONTE UNION HIGH SCHOOL
Figure 36.

269

passage to facilitate close working relations among the various administrative and student personnel officers, with private offices for each individual as depicted in Figure 37.[7]

In developing the administrative unit of the new Arroyo High School occupied in September, 1955, coordination of the special services for students was a prime consideration. However, because of the volume of students handled by the special services, a unique plan was developed to maintain the desired coordination of the staff and yet to decentralize the student access to these facilities. This plan may be seen in Figure 38.[8]

The foregoing sketches were included because they show some typical setups used today and because they also indicate some trends. Because guidance theory is still very much in the developmental stage, the placement of guidance facilities is considered quite differently by individual school administrators. Construction of guidance facilities is often a compromise between opposing points of view. Certain features indicated in these plans may be considered out-of-date. Vice-principals and deans of men and women are rapidly being changed to assistant principals, attendance counselors, or to other positions with more definite meaning. Because the team approach is so important in developing a good guidance program, the plan developed for Arroyo High School is particularly interesting. The inside corridor connecting the offices for the nurse, attendance officer, counselors, and administrators was designed to assist in the free flow of personnel and information to be used for the guidance of students.

GUIDANCE MATERIAL

After thought is given to personnel and office space, the material with which the staff is to operate must be given consideration. The amount of material needed to operate a guidance department efficiently is dependent upon a number of factors: the size of the school population, the stage of development of the guidance program, the skill of the teachers and the specialists in using materials, and the expectations of the patrons—students, teachers, and the community.

[7] Kitch and McCreary, op. cit., p. 10.
[8] Sketch of the Administration Building, Arroyo High School, through the courtesy of John Edmondson.

ADMINISTRATION AND STUDENT PERSONNEL SECTION OF A NEW SENIOR HIGH SCHOOL BLDG.

COVERED OUTSIDE CORRIDOR

PASSAGE

PASSAGE

KEY: 1—RECEPTION ROOM
2—GENERAL OFFICE
3—VICE PRINCIPAL
4—PRINCIPAL
5—MINEOGRAPH AND SUPPLIES
6—DEANS OF MEN AND WOMEN
7—WAITING ROOM

8—SECRETARY
9—COUNSELORS' OFFICES
10—TESTING ROOM
11—CONFERENCE ROOM
12—WAITING ROOM
13—ATTENDANCE OFFICE
14—NURSE
15—EXAMINATION ROOM
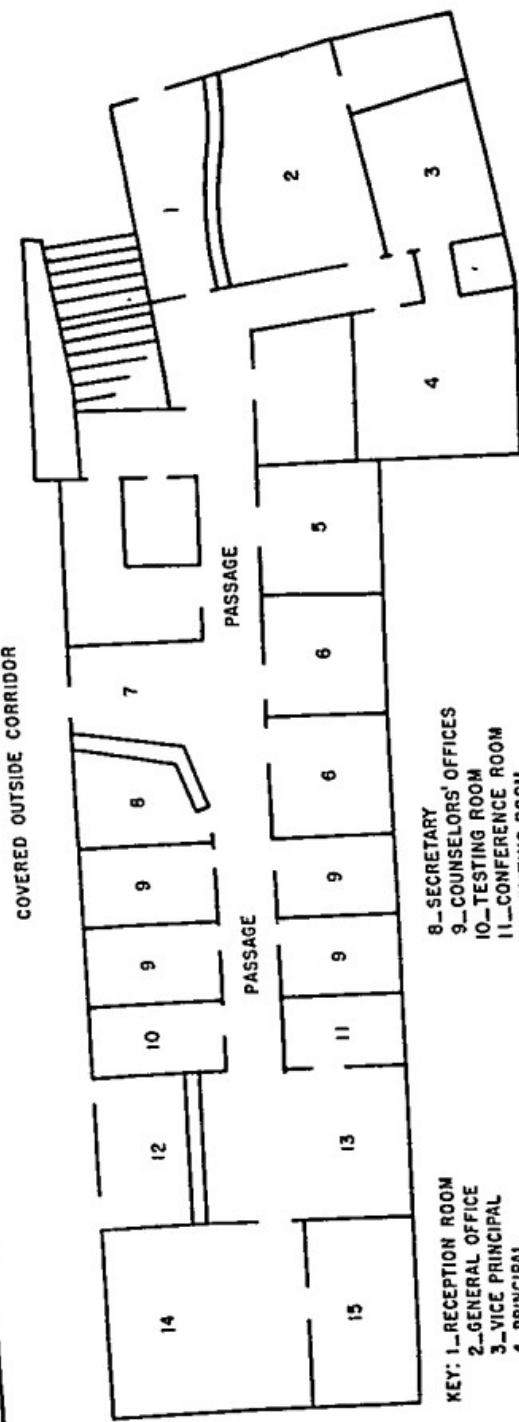
Figure 37. Administrative offices—Visalia Union High School

271

ARROYO HIGH SCHOOL
ADMINISTRATION BUILDING

7486 SQ. FT.

Figure 38.

272
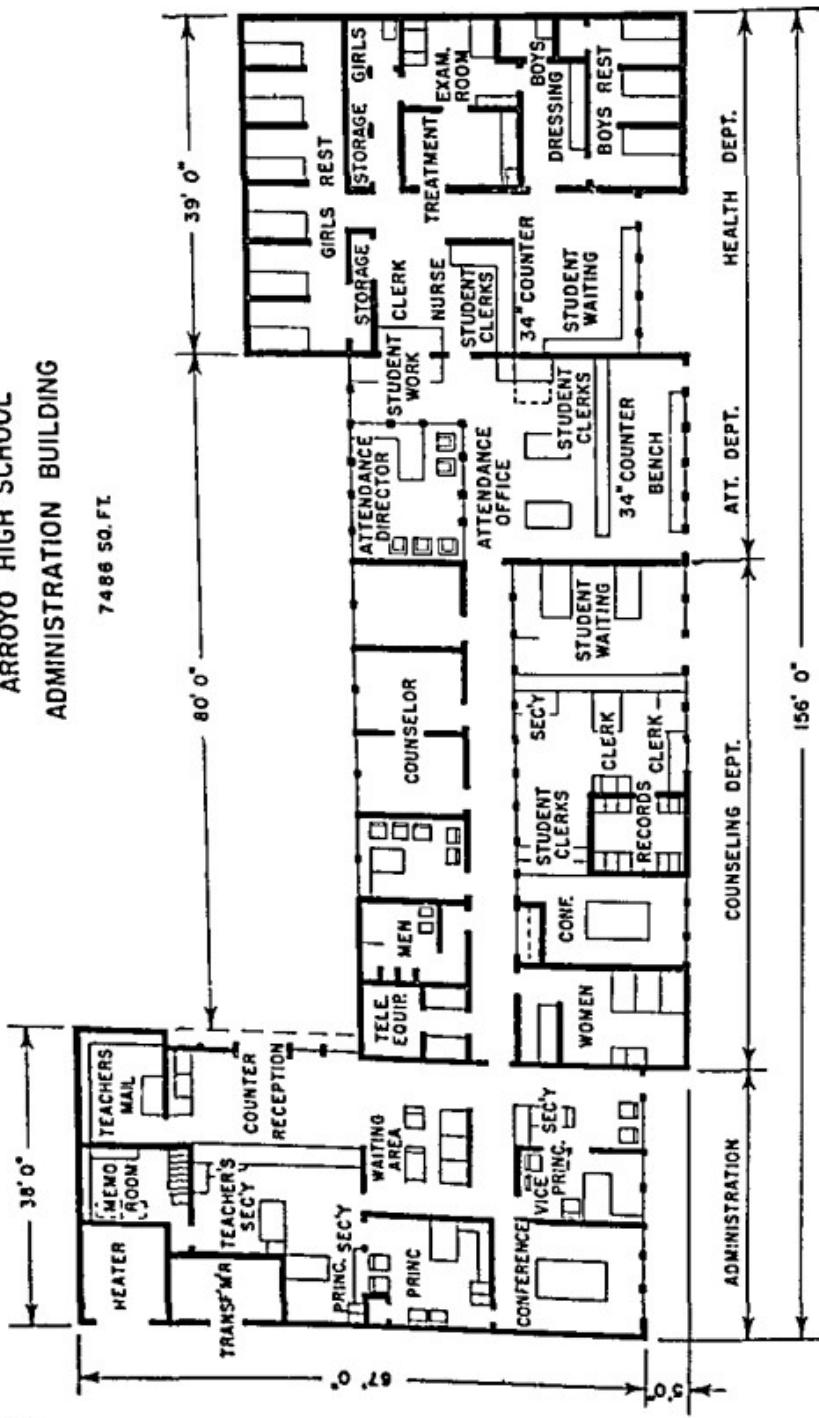
The size of the school has a definite effect on the amount of material needed by the guidance department. In some schools a commercially prepared guidance folder may be more feasible, but in larger schools and school systems having more than one school a folder developed to meet the needs of their program could be more economical. Size of the school district likewise affects the need for test materials. In small districts the expenditure for test booklets may be larger per student, but in the larger schools the cost of answer sheets would be greater. Generally speaking, the cost per student for material in the small schools will be greater than in the larger schools. This fact would also be true in other instructional areas.

The stage of development of the guidance program will affect the cost of the program. The most successful guidance programs observed have developed slowly and have been based on the discovered needs of students. This would imply that large initial expenditures would be unnecessary. A modest record system, a few forms, and several standard tests is sufficient to get a guidance program under way. As further needs are discovered and made known, additional expenditures will be authorized.

The knowledge and skill of both teachers and counselors affect the need for guidance material. As teachers become aware of the importance of individual differences they begin to expect or "need" information about scholastic aptitude, achievement in reading, arithmetic, language usage, or spelling as measured by standardized tests. Certainly the skill of counselors will determine the variety of tests needed. Unless there is considerable need for working with the extreme deviates, there is little value in purchasing expensive form boards or materials for projective devices. Thorough acquaintance with a few measuring devices is better than "dabbling" with a great variety of tests.

As the results of the guidance program become apparent to the community there will be an increasing demand for additional services, particularly in the field of vocational guidance. Articles in popular magazines and the results from wartime teaching and testing programs have made the general public aware of the possibilities of guidance services. This popular demand has been influential in the expansion of the guidance services.

There are certain types of materials required in all guidance pro-

grams. As the program expands and additional needs are discovered, costs will increase slightly. The principal material needs of counselors may be divided into three parts: a cumulative record form or folder, various forms on which to gather or place specific information, and tests and inventories.

The form of the cumulative folder may vary with the needs of different schools, but none needs to be an expensive item. Since every school is required to keep certain records on students, the guidance folder would only be a slight extension in cost over former devices.

If economy is of prime importance, forms may be mimeographed or otherwise duplicated, although printed forms are neater and often command greater respect. Typical forms used are: records of achievement, profile cards for plotting test results, records of activities, counseling memo sheets, questionnaires, check lists, health records, and forms for indicating leisure-time or work experiences. None of these forms are expensive, especially if developed locally and produced by the regular clerical staff.

Tests and inventories will constitute the major part of the material budget for the guidance services. Minimum and more adequate budgets for test material are indicated, but each school will have to tailor a budget to its own situation. Since the philosophy underlying these choices has been stated in Chapter 2, no interpretation of choices will be made here.

A minimum budget might include the following:

Two sets of 35 scholastic aptitude test booklets	$ 7.00
2,000 answer sheets	80.00
One set of 35 reading achievement test booklets	4.90
1,000 answer sheets	40.00
One set of 35 arithmetic achievement test booklets	4.90
1,000 answer sheets	40.00
One set of 35 language achievement test booklets	4.90
1,000 answer sheets	40.00
One set of 35 interest inventory booklets	4.90
1,000 answer sheets	30.00
	$256.60

The above program for a school of 1,000 students would cost approximately 25 cents per student for test materials. Intelligent use

of these results would certainly help the personnel of any school to know the capacity and achievement in crucial areas, and indicate what other information is needed to assist the students effectively in the school.

Additions to the above minimum budget would depend on the need for other or more specific information. If it is desired to add a battery of aptitude tests, varying amounts can be spent. One aptitude test battery would add only about 6 cents per student cost (Aptitude Test for Occupations),[9] a newer aptitude test battery about 11 cents per student (Multiple Aptitude Tests),[10] still another about 27 cents per student (Differential Aptitude Tests),[11] and the latest battery developed about $2.16 per student (Flanagan Aptitude Classification Tests).[12]

As additional specific information is desired, additional tests will not add materially to the total budget since much of this material will be used on an individual basis. Large-scale survey testing should not be charged solely to the guidance budget since survey tests have curricular implications which apply to the entire educational picture.

GUIDANCE BUDGETARY PRACTICE

It is difficult to assess the total cost of a given guidance program because there is such great diversification of organization and difference in scope of the program. Often counselors or directors of the guidance program may have administrative or other duties which take considerable time but should not be charged to the cost of the guidance program. Where normal necessary administrative functions are assumed by counselors, such as registration of students, it should not be charged against the guidance budget even though a part of the function is educational guidance. Again, where it is the policy for the counselors to accept all types of problems, and thus relieve the school

[9] Wesley S. Roeder and Herbert B. Graham, *Aptitude Tests for Occupations,* California Test Bureau, Los Angeles, 1951.

[10] David Segal and Evelyn Raskin, *The Multiple Aptitude Tests,* California Test Bureau, Los Angeles, 1953.

[11] George K. Bennett, Harold G. Seashore, and Alexander Wesman, *The Differential Aptitude Tests,* The Psychological Corporation, New York, 1947.

[12] John C. Flanagan, *Flanagan Aptitude Classification Tests,* Science Research Associates, Chicago, 1953.

of hiring such personnel as deans or vice-principals, this should be taken into consideration when computing the cost of "guidance services."

Very little specific information about costs has appeared thus far in print. Perhaps it is the fluid state of organization of many guidance programs that prohibits comparisons or even tabulations of cost at the present time. Mathewson[13] has a chapter entitled, "Cost of the Guidance Service" which largely points out the philosophical basis on which the cost of guidance services can be justified. He states that for high schools the cost of the guidance services should approximate 5 per cent of the total per pupil cost, depending on how much is charged against the guidance budget. He also indicates that expenditures may range from $3 to $10 per pupil per year. Mathewson also reports two specific statements on cost. In the report of the Director of Guidance of the Watertown, Massachusetts, Public Schools of December, 1944, the per pupil cost for guidance in the high school was $6.31 against a total cost of $145.14 per pupil, of approximately 4 per cent of the total. In the Greenwich public schools there was a reported over-all cost of $6.86 per pupil, or about 3.6 per cent of the total budget.

In the El Monte Union High School District, where full-time counselors are employed and rather adequate provision is made for testing material and supplies, the expenditure for all guidance services amounted to only 3.4 per cent of the total budget for the district in 1954.

A study of guidance costs in a number of southern California high schools by J. W. Crosby produced some interesting variations in costs of guidance services. By means of a questionnaire and by individual interview and survey, the cost of guidance programs, as analyzed according to five different sizes of high schools, was found to be.[14]

1. The smallest schools, those under 300 average daily attendance felt they could not justify the cost of guidance—$12.50 per student.

[13] Robert H. Mathewson, *Guidance Policy and Practice*, Harper & Brothers, New York, 1949.

[14] Joseph Wallis Crosby, "An Analysis of the Costs of Guidance Services in Selected High Schools," unpublished doctoral dissertation, University of Southern California, Los Angeles, 1950.

2. Schools of 300–700 A.D.A.—$10.51 per student.

3. Schools of 700–1,200 A.D.A.—$7.18 per student.

4. Schools of 1,200–1,800 A.D.A.—$10.72 per student.

5. Schools of 1,800–2,000 A.D.A.—$6.87 per student.

The average cost of guidance for all sizes of schools reporting was $10.40 per student. This average cost of the guidance services was approximately 3 per cent of the total annual budget.

Due to the developmental state of the guidance movement it is too early to attempt to determine how much should be spent on guidance services. Guidance services should be initiated in a small way and then developed according to the felt needs in the area. Expansion of the program will come with the increased skills of the guidance personnel and the increasing realization of all the staff and the patrons of the school that all students have problems which sometime will become acute and need extra attention. The question then will not be "How much will it cost?" but "How do we meet the need?"

SUMMARY

It was pointed out in this chapter that there are three important factors to consider when making up the guidance budget: personnel, office space and materials with which to work. Busy personnel cannot take on additional guidance activities. Time must be allocated for people to do the job. As with all other types of services, space must be allocated. Four divisions of this space should be a central file, *private counseling offices, space for clerical assistance, and a wait-*ing space for students. The amount and kind of guidance material needed would be determined by the size of the school, the stage of development of the guidance program, and the demands of the community. Specific materials needed would be a cumulative folder in which to keep information about students, various forms on which to obtain and record information and test materials from which to obtain essential information. Since guidance as a special service is rather new to the educational picture, there is little published information about budgetary practice. Since many guidance personnel perform other services and activities by guidance personnel contribute to administration and curriculum areas, it is rather difficult to be specific about the costs of guidance. Additional research is needed in this field.

SELECTED BIBLIOGRAPHY

Corre, Mary P., and Grace Geiger: "Building for School Counseling,"
    Occupations, 24:266–268, 1946.
Crosby, Joseph Wallis: "An Analysis of the Costs of Guidance Services in
    Selected High Schools," unpublished doctoral dissertation, University
    of Southern California, Los Angeles, 1950.
Fladseth, Floyd R.: "Streamlining the Counselor's Office," *Occupations*,
    25:169–171, 1946.
Kitch, Donald and William H. McCreary: *Improving Guidance Programs
    in Secondary Schools*, California State Department of Education,
    Sacramento, Calif., 1950.
Mathewson, Robert H.: *Guidance Policy and Practice*, Harper & Brothers,
    New York, 1949.
Wahlquist, Gunnar L.: "Are Vice-Principals Out of Date?" *Clearing
    House*, 28:78–79, 1953.
———: "Your Guidance Office," *The School Executive*, 69:24–25, 1950.

Public Relations in Guidance

Guidance is new to the educational program. As with any new feature, it has to be understood before it is appreciated. This is especially true when the proper functioning of the program results from cooperation of all concerned. Unless teachers, counselors, administrators, and laymen in the community work together in developing and maintaining the program to the mutual satisfaction and assistance of each, the guidance program cannot function successfully. It has been observed that "failures" in the development of guidance programs have failed to take this necessary ingredient into consideration. In one instance, a superintendent decided that he needed a more formal guidance program in his school district. He proceeded to secure a well-trained man from one of the larger universities and installed him as "Director of Guidance." Because of the lack of a cooperative approach and some failure on the part of the Director in developing a program, the teachers almost literally "sat back" to see the program "go." At the end of the first year both the superintendent and the guidance man were very frustrated people, and the program was discontinued because of the "failure" of the program! A second program was doomed to failure because a common philosophy was not agreed upon; the counselors too commonly took the *sole* point of view that students referred by teachers were poor misunderstood people who had problems of which teachers were not aware.

Cooperation Needed in Guidance

Cooperation requires a common point of view in regard to the guidance program. The relationship of teacher and counselor must

279

be carefully defined. Many teachers feel that an important part of their daily work is guiding and counseling students. Some feel very strongly that counselors should spend part of their time in the classroom. Others frown on specialists as "excess baggage" in the educational picture. Complete agreement among teachers on this issue cannot be expected, but at least a majority must be sympathetic toward the current organization.

A second area in which there must be a common point of view is the matter of individual differences. While most teachers know and believe there are differences among students, in practical application some are unable to apply this theory to practice. Continued discussion of or demand for "standards" in non-college-preparatory courses indicate the difficulty of putting the doctrine of individual differences into widespread practice. Counselors, by the very nature of their work, can take no other position. How counselors work with teachers on this very point will determine the success of the guidance program.

Another issue that often complicates the guidance picture is the complaint of some teachers that counselors spend too much time on a few individuals while others are left without assistance. The demand that the counselor "should see every student at least once a semester" makes counseling a mechanical process and results in such absurdities as the student who remarked with a grin on her face, "I have to go in to see Miss Blank at ten o'clock Thursday morning to tell her what my problems are!" The timeliness of counseling must be understood by teacher and counselor alike.

The determination of the kind of guidance to be carried on by counselors suffers from the early development of the guidance movement as vocational guidance. Teachers and counselors must work together to see the number and variety of problems that face our students today. It must become common knowledge that there is often a relationship between different types of problems. What appears to be purely a vocational problem often develops into a problem of an emotional or social nature.

Another aspect of the development of the cooperative atmosphere is the ability to reconcile the differences of opinion on whether guidance is an art or a science. If "anyone can be a counselor" or if there is no differentiation between "advising" and "counseling," there is no need for specialized personnel. The methods and the techniques

used by counselors in handling the symptoms displayed by students must be understood and appreciated by teachers in the classroom.

The entire guidance movement is still subject to the same question that is applied to all special services: are these a necessary part of the educational process? Recently a school board member raised this question: "How far do we go in helping children under the guise of education?" He was particularly concerned with the expansion of the program for mentally retarded and even subnormal children. Because this school board member had not kept abreast of current thinking in education and had not been a real participant in the development of the guidance program, a vital program of assistance to youth in that community was eliminated by a board decision. It is necessary for teachers and laymen alike to see that learning is seriously impaired, if not totally blocked, if the individual is suffering from a physical deficiency or a psychological trauma. Serious personal, social, or economic problems for which the individual has no answer may completely hinder the educational process.

Is it a "fad and frill" or an essential part of the educational program? This question must be answered by every superintendent, teacher, and layman before a successful guidance program can be initiated. When it is recognized that all students have problems, some of greater intensity than others, that students are definitely hindered in the learning process by these problems, and that teachers handling 170 students per day cannot possibly have the time to help students with their individual problems, only then will the teacher trained as a counselor be appreciated and receive the cooperation that is so necessary for a successful guidance program. It is the purpose of this chapter to indicate the techniques and methods necessary to achieve this purpose.

INITIATING THE PROGRAM

One of the most important points in developing a guidance program is the method by which it is initiated. It has already been indicated that creation of the program by administrative fiat is certainly not the way to do it. If cooperation is an essential feature of a successful program, then teacher participation in the development of the program is absolutely essential. By this participation it becomes "our" program,

not "his" program. Because they have participated in the making of the program it is understood and appreciated. It is their felt need; therefore it will be utilized. Mathewson states this point very clearly: "Any guidance program, to be effective, must be an integral part of the educative process accepted and carried by all teachers and other school workers. Personnel work is more than a method; it must also be an attitude of mind and a philosophy which pervades the whole school system and every activity."[1]

There are two main steps in starting a guidance program, according to Humphreys and Traxler.[2] The first is for the administrative head of the school to appoint a "guidance services committee," which will be representative of all the institution's functions. This committee will survey the guidance services already carried on, survey student's needs and possible methods of meeting these needs, and survey the interest, willingness, and qualifications of teachers to perform such work. The second step is the drafting of a suggested program and organizational plan which will result in a tentative master chart showing the main departments and the chief officers therein for the operation of the program. This recommended program and organization would then be presented to the entire staff at a faculty meeting.

A comprehensive treatment of the subject is found in Mathewson's *Guidance Policy and Practice.*[3] After discussing the fundamental factors in guidance practice in six chapters, he points out that there are a number of strategies in the initiation and development of guidance and personnel service programs:

Coordination. Development of cooperative procedures of all kinds should be undertaken among personnel on the same level and among those on different levels; between school personnel and citizens of the community; between educational and non-educational agencies; between community and state.

Participation. The participation should be gained of all persons, or representatives of such persons, affected by the program—students, teachers, activity leaders, administrators, parents, citizens, specialists—such participation to be procured not through cumbersome methods presumably

[1] Robert H. Mathewson, *Guidance Policy and Practice,* Harper & Brothers, New York, 1949, p. 135.
[2] J. Anthony Humphreys and Arthur E. Traxler, *Guidance Services,* Science Research Associates, Chicago, 1954, pp. 386–387.
[3] Mathewson, *op. cit.,* pp. 141–142.

democratic, but through efficient devices that are effective as well as democratic.

Community Liaison. Relationships with the community ought to be constantly fostered so that the benefit of advice is secured, enlightenment of citizens regarding their education program furthered, and support assured.

Administrative Authority. The preservation of administrative authority, commensurate with the principle of democratic participation, is essential. At no time should the impression be given that the guidance program seeks to undermine administrative authority.

Service Based on Needs. Foundation of the program upon the needs for guidance, and adaptation of subsequent operations to this principle at all times, should be the cardinal concept followed.

Gradual Development. The principle of gradual development by stages from an existing condition would seem desirable in most instances as contrasted with attempts at drastic reorganization. Should the latter be necessary, complete and lasting administrative backing will be imperative.

Capitalization of Existing Potentialities. Full exploitation of existing possibilities in the current program will require observation and identification of these in relation to the plan, accordance of full credit, and careful selection and utilization of personnel.

In the planning of strategy, it will be well to bear in mind the admonitions at the beginning of this section, namely, that a cooperative psychology among an interested staff is the main desideratum and that from this, once attained, effective organizational procedures should be forthcoming.

How One Program Was Started

There is no single way of initiating a guidance program. Much will depend on the stage of development in the school and the personnel available to do the job. The following steps indicate how one school setup and modified a program over a four-year period.

1. The principal authorized the creation of a "guidance committee" and invited interested faculty members to join the committee.
2. The committee met almost weekly for six months, discussing various phases of the guidance program.
3. A tentative program was formulated. Ninth grade social studies teachers, tenth grade English teachers, eleventh grade American history teachers, and twelfth grade senior social studies teachers

were to be called teacher-counselors and were to do as much counseling as possible even though they taught six periods per day.

4. The next school year another guidance committee was activated. After a number of meetings and considerable discussion members of the research and guidance staff of the county were called in to answer some pressing questions.

5. By early spring the committee had further suggestions to make. They were:

   a. Continue the group-guidance setup as it is in Social Studies I and English II, but allow each teacher one period per day for counseling individual students.

   b. Each teacher was to set up a folder of information on each student, collect significant information, and hold interviews with students, and to give tests to new students.

   c. Introduce into the first semester of English II a unit on vocations from which it was hoped that students would pick a tentative goal. On the basis of these goals teacher-counselors would be chosen for their knowledge and interest in that field.

   d. Students who had not shown a definite interest in a specific area were to be counseled by the American history and senior social science teachers in their eleventh and twelfth grades.

   e. To set up, administer, and coordinate this guidance program, the committee felt that a full-time guidance director was necessary.

6. The following year work was done on specific phases of the guidance program, such as the development of a new cumulative folder and the devising of a form for graphically analyzing test scores. Additional time for counseling was requested but was denied because some felt that "making" counselors out of teachers merely because they taught certain subjects was wrong.

7. The committee work of the next school year centered around plans for reorganization. After much discussion and study the committee decided to recommend that four full-time counselors be employed for the next school year.

The program of full-time counselors has continued, with some slight modification, until the present time. Perhaps the most important change was the elimination of the vice-principal from the administrative setup as a disciplinarian, and the referral of all types of problems to the counselors as matters of "adjustment." At first there

were some fears that "discipline" in the school would not be maintained, and some teachers in the early stages of the change sent notes to the counselors saying they wanted "Johnny disciplined, not counseled." It was amazing to see the changes both in teachers and students when it was generally recognized that all behavior is caused, and that treatment of symptoms is very ineffectual.[4] The fears of some of the counselors that their relationships with students would be impaired by the handling of "discipline" problems did not materialize because it soon became apparent that, in the few cases where counseling was not successful, some form of discipline was accepted by the student as the natural course of events. Students who were unable to adjust to the school situation after several attempts by the counselors, upon suspension or elimination thanked the counselors for their understanding and consideration! This is certainly quite different from the angry defiance and even hatred for the vice-principal seen in too many schools.

A CONTINUING PUBLIC RELATIONS PROGRAM

The internal public relations program must be considered not only in starting the guidance program. As the program continues, the teachers need to grow in understanding of its purposes and procedures. A number of ways that will help teachers to understand the guidance program are given on the following pages.

Advisory Guidance Committee

The advisory guidance committee is a technique that may be used in obtaining this continuing cooperation with all members of the staff. The personnel of this committee should consist of one teacher selected from each department in the school, some counselors, and if possible others concerned with special services to students, such as the director of activities, the director of attendance, and the school nurse. It is best to have the agenda of the meetings determined by the group according to their felt needs, but it is always a good idea to have some material ready to start the discussion. The group may decide to establish subcommittees to investigate some areas and to report certain findings to the larger group. A possible agenda might be as follows:

[4] Gunnar L. Wahlquist, "Are Vice-principals Out-of-Date?" *Clearing House*, 28:78-79, 1953.

PROPOSED AGENDA

ADVISORY GUIDANCE COMMITTEE

1. A study of our freshman from a statistical standpoint.
   a. Summary of scholastic aptitude and achievement.
   b. A study of individual profile cards.
   c. A "picture" of a typical ninth-grade social studies class.
2. Problems faced by our students.
   a. Findings from a master's thesis by one of the counselors.
   b. A cross section of student opinion—on the needs of youth.
   c. Problems listed by students—at different grade levels.
3. Increasing the value of our cumulative folders.
   a. Desirable changes in our present forms.
   b. Interpretation of the test profile cards.
   c. Additional information that would be valuable.
4. Quintile classification charts.
   a. What they can help a teacher see.
   b. Various bases that can be used.
5. Books and articles on guidance—in our libraries.
   a. Specific types of material available.
   b. Areas not covered by our material.
6. Vocational guidance.
   a. Our present program; philosophy and practice.
   b. Vocational guidance material: library, guidance office, and classroom.
   c. Use of specialists in the school.
   d. Career Day: its use and value.
7. Testing program.
   a. Present standardized program of testing all students.
   b. Program of individualized testing: tests available.
   c. Special testing programs carried on in different departments.
   d. Shall we use tests of educational development?
8. Where and how our students live.
   This would be a tour of our community by school bus to help our group become aware of the wide variety of environments our students have as a background to their scholastic endeavors.
9. Report cards, progress reports, and notices to parents.
   a. Improving communication between the school and home.
   b. Possible additions to our present program.
10. Basic principles of personnel work.

More specific subjects may be more applicable to individual schools, but the above list can be considered basic areas about which questions will sooner or later arise.

Using Case Studies

Case study conferences are very helpful in assisting teachers to appreciate and understand the work of the specialist in guidance. A case study conference should include all people who know something about the student: the counselor, nurse, attendance director, school doctor, and possibly the principal. All of the teachers who have the student currently enrolled in class should attend. Each person should be given time to present his knowledge and interpretation of the individual. By group discussion some diagnosis should be attempted and a course of action determined. These conferences may be based on information compiled on long, involved forms and on elaborate studies, but a simple gathering of information with a consensus by the group is often the most feasible. The following is a sample of such a case conference:

A SAMPLE CASE CONFERENCE

COUNSELOR: Each person here today is requested, first, to give what he knows about Bill. After we have all the known facts we will attempt to draw some conclusions and plan some procedures to assist Bill.

To get started I will say that Bill is a fourteen-year-old boy, the youngest of a family of three children. The older brother, age eighteen, is in the Navy. A seventeen-year-old sister has dropped out of school recently because she has married. The family has lived at the present location for two years, but has never lived in one place for a very long time. The father is a carpenter and the mother does odd jobs as she can find them.

NURSE: Bill was among the first freshmen we had Dr. _____ examine, because Miss _____ asked whether or not there were signs of malnourishment. Dr. _____ did find that he exhibited signs of extremely low energy, even more than is normally found in a fast-growing adolescent. Bill admitted that during his father's rather frequent layoffs it was rather difficult to find enough food for all in the family. His health report is essentially negative, that is, does not show signs of organic weakness. He should have a tonsillectomy and adenoids operation, which probably accounts for the colds he says he has had. As with most adolescents, he needs to have some dental work done.

ATTENDANCE DIRECTOR: I made a home call after Bill had had several individual days' absence. The house is located on L_____ Street, which is in an area of low social and economic level. If Bill's father is a carpenter, there was little evidence of it on the house, which needed some work on the front porch. Bill's mother was home and invited me into a clean but rather bare living room. She was apologetic about Bill's absence, and said she was worried about him, but they couldn't afford to take him to a doctor. Yes, her husband was working now, but he had a tendency to drink "too much," thus accounting for the numerous layoffs. She wished she knew what to do, but their struggle to make ends meet took all her time. Yes, she wanted to cooperate with the school.

TEACHERS: (Each teacher took turns telling about Bill's attitude and work in class. He didn't bring his materials to class, he was listless and inattentive in class. He rarely turned in his home-work, and was often found to be staring out of the window, etc.)

COUNSELOR: I first became interested in Bill when I was looking over the statistical information on the incoming freshman class. Two things caused me to mark down his name as someone to get acquainted with after school got under way. On the test of scholastic aptitude his index on the Language section was 90, while his score on the Non-language section was over 120. When there is a large spread between the two scores we often find some kind of problem present. The second fact I gleaned from the test scores was that he was especially deficient in vocabulary, and not quite so much in reading comprehension. His arithmetic test scores were normal for the Language index indicated. My second contact with him came when I was out equalizing some of our large classes. He was reluctant to show me his program and seemed fearful of having his program changed. Almost simultaneously several teachers asked questions about him; so that is the reason for the conference today. What do you think we can do to help him?

ENGLISH TEACHER: He is correctly placed in one of my basic classes, so that he will get plenty of work in vocabulary building. I'll soon be giving a comprehensive test in English usage which will indicate his particular deficiencies. Friday is Library Day, so I will help him find a book interesting to boys, yet with a low vocabulary level, just to get him started.

NURSE: If I can get his mother's permission, I'll get one of the local doctors to do a T. & A. with welfare funds which they can repay in small amounts.

SCIENCE TEACHER: With such inadequate home life he needs to feel a part

of the school. Members of my General Science class are part of the Science Club. I'll give a special invitation or get someone to bring him to the next meeting.

COUNSELOR: I have already made arrangements with the cafeteria manager for Bill to work there during the lunch hour; so he will have a good hot meal five days a week. He is also coming in tomorrow to take an interest inventory and some aptitude tests, for at present he has no vocational plans other than to follow his brother into the Navy on the day he is seventeen years old. We cannot change his home environment, but we do not want to add to his burden here at school. Apparently he is of at least average ability, definitely in need of remedial assistance. Reading will be difficult in all areas. I have appreciated your comments, and if you think of other ways we may help Bill, I'll appreciate hearing about them.

The above is only a sketchy summary of a much longer case conference report, but it does indicate a technique that will bring results in many ways. Teachers will appreciate the work of those doing special services, there will be a growing appreciation for all the facts that one person does not have, but most important, individual students like Bill will get individual help in our mass education setup.

Child Study Groups

Another public relations method of getting teachers interested in the guidance movement is to get them to make a study of an individual child. An unplanned or unsupervised study usually is of little value; so some method of having a small group working together under a definite plan is most advantageous. One of the most successful plans is the organized in-service education for teachers which originates at the University of Maryland, Institute for Child Study, under the direction of Dr. Daniel A. Prescott. This program is described in *Helping Teachers to Understand Children*, a publication of the American Council on Education. The program has been briefly stated as follows:[5]

Each person in the Child Study Program has voluntarily become a member of a group in or near the school district where he is employed. Each person attends a one-and-a-half to two hour meeting twice a month for

[5] Communication from the Division of Research and Guidance of the Office of Los Angeles County Superintendent of Schools.

the entire school year. It is expected that each group will have at least fifteen meetings per year from approximately the first of October to the first of June.

Work in the Child Study Program consists of three main responsibilities:

1. Selecting a child or youth for careful and longitudinal study which involves keeping a written record of many types of data collected.

2. Doing an increasing amount of professional reading and research from First Year through the Third Year of the program.

3. Attending the meetings of the group and taking active part in the group discussions on analysis of causes of behavior presented in each case record, and the implication for improved instructional procedures.

Each group is led by a person who has had special leadership training for Child Study. Three times during the school year a consultant from the University of Maryland visits the group to help the group and individual members gain depth of understanding of human behavior. Also, when the consultants are here, scientific lectures are planned in a central location of Los Angeles County so that all participants in the program may have this opportunity for additional growth in scientific concepts.

Working with Parents

One of the first and most opportune times for acquainting parents with the guidance program and the total high school is the time when eighth graders are being registered for high school. At this time more parents are concerned with the planning of the high school program than at any other time. Because the transition from the elementary school to the high school seems like a very big step, parents will have many questions to ask and are more eager for assistance than at any other time. This opportunity can be used in one of two ways. Either the guidance staff can go to the parents at the elementary school or the parents may be invited to come to the high school. Going to the elementary school has certain advantages. The size of the group will generally be smaller, which is always conducive to informality and generally to more questions. Furthermore, because it is home ground, parents often feel more secure, which may mean greater participation. On the other hand, there are some definite advantages in having the parents come to the high school. Because the group is larger it is possible to have more of the staff available to explain the program. There is also an advantage in being able to show the parents the facilities available, even though they may now be in use at night. (If

there are night school classes in session, they should definitely be used to explain the total program.)

Another excellent way of presenting the guidance program to the parents is by means of the Parent-Teacher Association meetings. One meeting in which the school counselors discussed the purposes of the regular testing program helped to answer many questions in the minds of the parents. A "Home and School Conference" jointly planned by parents and school personnel was of mutual value. The plan for this all-day meeting is outlined as follows:

HOME AND SCHOOL CONFERENCE AS A PUBLIC RELATIONS DEVICE

1. Reporting to Parents
   a. Why report on a child?
   b. What do parents expect?
   c. Is two-way reporting an answer?
   d. What is the place of the parent-teacher-child conference?
2. Meeting the Needs of All Children
   a. Does the exceptional child have exceptional needs?
   b. What are the problems of the average child?
   c. How can we help children with social and emotional problems?
   d. How can parents and teachers together help children to meet their needs?
3. Whose Responsibility Is the Physical Welfare of the Child?
   a. What part should the school play?
   b. PTA part?
   c. What part should the home play?
   d. What part should other agencies play?
4. What's Holding Us Back?
   a. Are teachers afraid of parents?
   b. Are parents afraid of teachers?
   c. Do we want facts or compliments?
   d. Can parents and teachers be human when together?

Another type of program that has been very effective in developing a better understanding of the school and a greater appreciation of the guidance program was a four-session study group presented by the Parent Education Chairman of the PTA, using PTA-sponsored material entitled, "Teaching Today's Youth." This high school study course was arranged to provide a minimum of four two-hour lessons, entitled:

1. High schools are meant for teen-aged youth.
2. High schools have courses of study.
3. High schools help young people become good citizens.
4. High schools help students plan their futures.

This material was prepared to help parents understand their high schools. It should be useful in any community, for the content of these lessons is based on the purposes and requirements common to the secondary schools of the state.

Working with the Superintendent and the Board of Education

It certainly is important to keep the superintendent and the members of the board of education informed of the activities of the guidance department. If the school system is small, the superintendent is so close to every activity that it is not necessary to make special efforts to let him know what is happening; but as the system grows larger, more formal efforts must be taken to keep him informed. It has been found very helpful to have him attend the monthly counselors' meetings where processes and problems are discussed very freely. Participation in the discussion and the decisions makes him secure in knowing what is being done, and makes him feel a part of the process. It is not possible to have such direct working relationship with the board of education, but with a superintendent having such a working knowledge of the guidance program, he can explain or "sell" the program as he sees it. On certain occasions, especially at the end of the school year, it is good to present formal reports to the board, telling of the work of the guidance department. Such a report presented near the end of the school year is as follows:

Dear Superintendent:
  In response to your request of several weeks ago, we have developed a brief report of some of the highlights and problems of the Guidance Department. We have not mentioned the many activities which you and we take for granted, but have included only the things which seem especially pertinent at the present time.
  1. *Special Studies.* Special studies have been started this year which should prove fruitful in giving us desired information in several areas. A follow-up of selected seniors for a period of four years will throw light

on their changes in plans as the years increase from high school graduation. A study of the relation of aptitudes and grades in the industrial arts department will help us make better use of the time and equipment in that department. The study of the relationship between stated vocational choice and objective measurements of characteristics which condition such a choice will be of inestimable value in counseling students in the near future.

2. *Student Employment.* There has been a steady increase in the requests for assistance in finding part-time jobs. Many more students are available to take jobs than there are offers of jobs coming into our office. If time were available to make a systematic survey of possible part-time jobs available in the community, we could be of greater assistance to students in economic need. The pressure of financial need often has a very direct negative effect on accomplishment in school.

3. *Test-Scoring Machine.* The test-scoring machine has made more tests available to students and has made it easier for teachers to give more tests. More testing has been of the type that can be interpreted to students rather than the type that can be used merely for checking achievement or for recording on permanent record cards.

4. *Load of Counselors.* The decrease in the individual load of each counselor this year has made possible more effective counseling, and counseling in areas heretofore impossible because of the pressure of time. Stress has been laid on counseling students of average and above-average ability who have not been working up to capacity. Time has been available to call more parents in to discuss problems that are affected by both school and home conditions. Counselors have been able to participate in curricular and extracurricular matters, such as speech correction work, preparing and planning panel presentations to PTA's and clubs, and greater club activity for both the Scholarship Society and the F.T.A. Club.

5. *Turnover.* New students in both Rosemead and El Monte High School this year, including those who transferred in during the summer, now total 844. Students who have left both Rosemead and El Monte High School during the year, including those who left during the summer, now total 1066. Based on peak enrollments, this means a 64 per cent turnover for El Monte High School and a 53 per cent turnover for Rosemead High School. The clerical burden involved in sending for transcripts, setting up folders, and transcribing grades takes the time of one full-time clerk, thus reducing the time available for normal clerical duties.

6. *Traffic.* The number of individual interviews in the counseling office still continues to be large. Since it would be difficult to keep an accurate check on the number seen by the counselors at Rosemead High School,

we have no definite statistics. The register maintained at El Monte High School indicated the following total of individual interviews: first quarter —2,520; second quarter—3,135; third quarter—3,873. Indications are that the counselors will be just as busy for the fourth quarter of the year! While most of our problems are in the field of educational and vocational guidance, increasingly parents are requesting assistance in solving personal and social problems. Counselors frequently find that the basis for the educational or vocational problem is a personal problem facing the student. While the educational problems may often be solved very quickly, personal and social problems often require many hours of counseling. There has been a remarkable decrease in the number of purely "problem" referrals by teachers this year, which indicates an increasing awareness of the meaning of deviation from expected behavior. We wish to commend the teachers on their interest and cooperation in solving individual problems. The counselors are greatly pleased by the increasing number of volunteer visits by students to the Guidance Office.

7. *Junior College Day.* "Junior College Day" has become an accepted feature of our spring counseling program for seniors, in both El Monte and Rosemead High Schools. Representatives of both the junior colleges and the county superintendent's office indicate that this is a unique and a valuable contribution to the guidance of our senior students. "Career Day" was held for both boys and girls at Rosemead High School this year.

8. *Registration Work Sheet.* A new registration work sheet was devised and put into practice this year to assist students in doing a better job of planning for their future. Favorable comments have been received from both parents and teachers. The approval of every student's program was obtained from the parents. These new sheets not only served their purpose this year, but as they accumulate they will give us valuable information as to trends and changes in desire as students progress through high school. This will enable us to do a better job of assisting them in their selection of school subjects.

9. *Draft Registration.* One of the burdens not directly related to the guidance program is the registration of young men as they turn eighteen, and those who are returning from the service who have not previously registered. The making out of the registration forms, cards, and reports consumes a great deal of clerical time.

10. *Home Contacts.* There has been an increasing number of contacts with parents this year. Through group meetings to inform parents of our prospective freshmen about the high school and its offerings, through visits to the home, and by parents visiting the high school, not only during the school day but also in the evening by appointment, we have con-

tacted a larger number than ever before. Parents have responded favorably to this program.

Research Studies as Public Relations Device

Special studies of the composition of classes or conditions in the school or in the community are usually well received by both teachers and laymen. Few teachers know very much about the students who compose their classes, either as individuals or as a group. Any study that will give them insight or understanding will be appreciated. Several such studies are:

1. Each year a study of the ability and the achievement of the entering freshman class is made. Total class data are placed on graphs for easy comprehension by both teachers and parents.

2. Algebra "failures" had been a concern to the mathematics teachers for several years. An algebra prognosis test had been used for several years in an attempt to screen out those who would be a bad risk, with indifferent results. The use of standardized mathematics test scores did not give a high enough correlation to prove satisfactory. A multiple correlation study, using four factors obtained from an algebra prognosis test, a reading test, an arithmetic test, and an IQ test, was made. Semester grades were used as the criterion. It was found that the algebra prognosis test did the best job of selection. With the addition of the reading and the scholastic aptitude score, the correlation was raised only slightly. Later studies indicated that significantly low scores in any one area of scholastic aptitude, reading or arithmetic, meant that the student was a poor risk in beginning algebra.

3. All students who are sixteen or seventeen years of age and who are not attending regular full-time school are required to attend "Continuation School" four hours per week. There was considerable difference of opinion about their ability. A study of 88 boys who would, on the average, have been tenth graders in regular school, showed they had only seventh-grade ability when language was involved in the test, but averaged 9.5 grade placement where language was not a handicap! In other words, these were not just "dumb" boys; they were boys for whom the school curriculum was not adequate.

4. Considerable speculation as to the number of graduates attending both two- and four-year colleges led to a follow-up study of the

graduates in five classes, 1946 to 1950, who had taken a college preparatory course in high school. During the five year period, attendance at colleges and universities varied from 4 per cent to 14 per cent, and attendance at junior colleges varied from 12 per cent to 21 per cent. These results helped to give a clearer picture of the needs of the majority of our students.

Special Days

Special days can be used to acquaint students, teachers and parents with some of the work of the guidance division. In one high school, a Career Day is planned every two years for all junior and senior students. Students are allowed to request speakers from two areas or jobs. As far as possible speakers are obtained from the immediate community, but the resources of a large metropolitan area are drawn upon when needed. The local Toastmasters Club is asked to provide speakers for the general assembly or for one of the career sessions.

Another special event that may be scheduled each year is College Night. After a very brief period of introductions in the auditorium, college representatives are assigned to nearby classrooms where students and parents have an opportunity to hear a brief presentation of the college and to ask any personal questions they desire to ask.

Special Bulletins

Another public relations device to help build those important internal relationships is the use of special bulletins. Members of the guidance staff often attend worthwhile meetings which many of the teachers do not have an opportunity to attend. Examples of such bulletins follow.

One bulletin was taken from notes obtained at a workshop on Mental Hygiene in School Practice:

1. Help young people to be adequate at their own level in terms of their own needs.

2. Remember that behavior which we adults do not like reflects a developmental stage through which they are going or is a symptom of distress in some area. Become competent in discerning which it is.

3. Remember that though often big and overgrown, these young people are really still children and cannot be expected to behave like adults.

4. Help them to get a basic feeling of security by accepting them even when we cannot accept their behavior. "Hate sin but not the sinner." Be sure that we say, "Johnnie, you cheated," not "Johnnie, you are a cheat." Separate the specific act of the child from the child himself.

5. Accept the fact that we cannot always establish a good relationship with every child, that sometimes our personalities do not "click." When you discover this fact, transfer the child to someone else with whom he can establish the good relationship. Don't fool yourself by thinking that you can be objective about all children, because all human beings are, after all, subjective.

6. Recognize the fact that such acceptance of children is not being a "softie." Children like strong adults because they do not have the strength to draw some lines of behavior themselves. Sympathetically but definitely the adult must draw the line and provide firm but supportive counseling.

7. Never remind young people of their past misdeeds. Punish for a specific wrong behavior—and then forget it.

8. As a teacher-counselor or administrator working with children of this age group—those who misbehave, do not study, fail in school, etc.—try to start with commonsensical procedures. Try to fill in the gaps in the child's life to see why he needs to behave as he does. If the things you then do for the child do not work, don't get mad at the child or yourself, but recognize that you cannot be expected to succeed in everything, and refer the case to the special services.

9. Have confidence in human growth, in the amazing recuperative powers of the body mentally and psychologically. Remember that only 1 per cent of our young people ever get into extremely serious difficulty, that only 2 per cent ever need the correctional services in California. Most of them turn out to be just about like us—a little neurotic here and there —each of us queer in our own particular way but each getting considerable satisfaction out of life.

A second bulletin was an outline of Basic Principles in Personnel Work taken from a lecture by Dr. Jane Warters. (From notes taken in a university class.)

1. The individual as a group member.
   We must help him to see himself in relation to others. It is often necessary to bring parents into the picture (or group members).
2. Individual differences should be recognized and provided for as much as possible.

CHAPTER 13

Circulating Guidance Information ·

Under ideal conditions each teacher would know a great deal about every student in his classes. Under present conditions some teachers do know a great deal about some of their students, but unfortunately many teachers know very little about most of their students. At least two studies have indicated that, especially at the secondary school level, teachers are often unaware of what is considered essential information needed in understanding and helping students. To be of real assistance to students it is necessary that there be a free flow of information from the principal, attendance supervisor, and the counselor to the classroom teacher, and from the teacher through one of the above into the central file.

WHAT INFORMATION SHOULD BE CIRCULATED?

In Chapters 2 and 3 on Information about Individuals, this subject was covered at great length. Only a brief statement of the information needed will be made here. The first and perhaps most essential information needed on most students is an indication of ability and achievement. Too often we have been satisfied with the results of a general ability test when information was needed in a specific area. The second type of information needed is about interests or hobbies. The transitory nature of some of these interests should be carefully considered. Other important information is that on physical disabilities or serious health handicaps. Lack of achievement that could not be

300

explained by other factors has been found due to loss of hearing or difficulties in seeing the blackboard. Changes in the normal developmental program of the individual should be known by all who work with the student. The necessity of wearing glasses, the birth of a brother or sister, the death of the mother or father, or financial reverses in the family, each would have an effect on the learning process and the educational program. Certainly those who need individualized instruction, special help, or the attention of specialized personnel should be known to all who deal with the student.

CIRCULATING INFORMATION IN THE ELEMENTARY SCHOOL

The process of circulating information about students is not so difficult in the elementary school. Even in the upper grades most students have only one teacher in the day. Aside from the nurse's records and the attendance file, records regarding a pupil should be kept in the teacher's room. These records need not be very formal, but to maintain a degree of continuity, forms should be available for certain purposes. A folder, requiring a minimum of clerical work but containing the essential information about a child, should be common usage. In this folder there should be a place to record test information in some coordinated fashion. A profile chart which will give considerable information at a glance, and make possible comparison of scores of tests given at different times, would be most helpful. Anecdotal records in which descriptive statements of specific behavior or patterns can be recorded is especially significant at the elementary school level. There should also be a place to record information gleaned from other sources: the attendance officer, the visiting teacher, neighbors, or the family itself. All school personnel should be responsible for feeding information into this file.

CIRCULATING INFORMATION IN THE SECONDARY SCHOOL

In the secondary school this process of helping teachers to become aware of the conditions and the needs of students is not quite so easy. Each student normally has five or six teachers each day, and several administrative persons may have an opportunity to obtain informa-

These slips may have reference to general health, sight, hearing, etc. The advantage of this system is that these slips can be made out in duplicate immediately after discovering the information and sent to each teacher at once. The big disadvantage is the misplacing or loss of this information. Unless the slips can be kept in a safe place and yet available to be used, their value diminishes rapidly.

New Methods

With the advent of new methods of reproducing information quickly and cheaply, new methods of circulating information will no doubt be developed. One of the promising developments is in the field of photocopy. Lower-cost machines with simplified procedures are being developed rapidly. Latest models include such features as small compact units which may be operated on the desk of a clerk, dry processes which require no liquids for developing or fixing, and papers that may be exposed to ordinary light without losing their value.

The use of punched cards or magnetic tapes for storing or reproducing information is also in its infancy. Industry and the armed forces have already learned of its possibilities and are expanding their use of these devices rapidly. Test scores can be punched into IBM cards, such as shown in Figure 39 and then reproduced in quantity in a very short time. In the near future additional information will be recorded and reproduced in a similar fashion.

Each guidance program should be developed to fit the school in which it is to operate. One or a combination of these methods can be used to circulate information about students to those who can use it for their mutual benefit.

CAUTIONS TO BE OBSERVED

After deciding how the information is to be circulated, there are several cautions to be observed about what is circulated. Perhaps the first caution that needs to be sounded is that a list of test scores, particularly the omnibus IQ score, is not the only information needed about a student. Scholastic aptitude is only one facet to the individual and sometimes, in terms of results, is not the most important factor in determining the adaptability of the individual.

A second caution is to be sure that information is up to date. In-

Figure 39. Test scores on IBM punch cards

terests, outside activity, or family situations often change during these important school years. The dynamic nature of the individual and his environment must constantly be kept in mind.

Furthermore, this information must be accurate and complete. Too often it seems that the student for whom you want information missed the last testing program, failed to complete the autobiography, or has little of significant value in his cumulative folder. A good counselor will never draw final conclusions from a single test score, a single anecdotal record, or the scholastic record of a single semester. A healthy fear of inadequate information should permeate all who attempt to counsel students.

All summaries of information should be used cautiously. The bias of an individual, no matter how hard he tries, will enter any interpretative material. It should also be kept in mind that errors can creep into the recording of material. Test scores which seem unreasonable, information which does not jibe with other facts, should be double-checked for accuracy. Anecdotal records should always be descriptive, not interpretative or evaluative. Again it must be repeated that a single item is seldom conclusive.

Finally, when circulating information, it must be definitely understood that all information given is confidential and must be used professionally. An in-service training program should precede the widespread use of guidance information. In some isolated cases it may be necessary to withhold information because of the immaturity of a teacher. One who uses confidential information as a stick over the student, or indulges in careless talk in the lunchroom, cannot be trusted to use the information for the benefit of the student.

SUMMARY

Guidance information must be placed in the hands of those who are in a position to help the student. Information needed when working with an individual covers ability, achievements, interests, special problems or handicaps, environmental changes, and areas in which special help is needed. In the elementary school the teacher is the one most able to help the pupil, since most guidance at this period is developmental. All information should be funneled to the teacher for keeping in the cumulative folder of the pupil. In the secondary school the process becomes more complicated. Each student has five or six teachers per day, and each teacher 150 to 170 students per day. A number of devices have been developed to circulate information under these circumstances, such as counselors' handbooks, the core-curriculum, the central file, the confidential envelope, the case conference, and individual cards or slips for transmitting information. Possible future devices are photocopy processes and punched cards or magnetic tapes.

If information is to be circulated, certain cautions should be observed. Test scores are not adequate information. Up-to-date and accurate information is a necessity. Summaries of information or in-

formation which seems unreasonable should be double-checked. Anecdotal records should be descriptive and not interpretative. An in-service training program should always accompany the circulation of guidance information.

SELECTED BIBLIOGRAPHY

Association for Supervision and Curriculum Development: *Guidance in the Curriculum*—1955 Yearbook, National Education Association, Washington, 1955.

Froehlich, Clifford P., and John G. Darley: *Studying Students,* Science Research Associates, Chicago, 1952.

The National Elementary Principal: *Guidance for Today's Children,* Thirty-third Yearbook, vol. 34, no. 1, National Education Association, Washington, 1954.

Evaluation of the Guidance Program

TWO APPROACHES TO EVALUATION

The evaluation of a guidance program is a continuous process of cooperative appraisal of the nature and extent of personnel services which render the individual more valuable to himself and to those about him. Evaluation may relate first to the elements necessary to a good guidance program. It may relate to the effects of that program upon pupils. Both approaches are often combined to appraise the effectiveness of guidance at the elementary or secondary school levels.

In the opinion of guidance authorities and through practical tryout, certain activities are indispensable to a good program. The presence, extent, and grade-level placement of such guidance activities as getting information about the individual and his environment, counseling, placement, and follow-up are good examples. If these elements of the program are lacking, or meager, evaluation reveals that guidance service is nonexistent, or mediocre at best.

Figure 40 shows the grade levels at which good guidance services should be emphasized. This table reveals how the objectives of a guidance program can be reduced to illustrative form. If these are the services officially adopted by a school district, then the evaluation must be made in terms of the adopted services. Since evaluation involves the "how" and the "who" of the guidance program as well as the "what," Figures 41 and 42 also offer guides for evaluation.

Figure 41 shows ways of rendering guidance services and designates the appropriate grade levels.

Services to be Provided	|	Grade Level														
	K	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Al.
A. Study of individuals and their physical, mental, and social needs, social capacities, abilities, interests,																
1. Appraisal of pupil aptitudes, and personal adjustments, special aptitudes, and personal adjustments		ALL LEVELS, WITH INCREASING EMPHASIS ON VOCATIONAL ASPECTS THROUGH SECONDARY SCHOOLS														
2. Interpretation of pupil needs as a basis for instructional services																
a. General curriculum and instructional services for physically,		ALL LEVELS														
b. Special instructional services for physically, mentally, educationally, or socially handicapped		ALL LEVELS														
3. Identification and study of individuals with special problems		ALL LEVELS														
B. Development and adjustment services to aid the individual in																
1. Work attitudes and study habits		ALL LEVELS														
2. Social attitudes and habits		ALL LEVELS														
3. Personality growth		ALL LEVELS														
4. Leadership and followership		ALL LEVELS														
C. Life planning activities for all individuals through																
1. Information about educational opportunities						X	X	X	X	X	X	X	X	X	X	X
2. Information about fields of work or specific occupations and the techniques of occupational study		INCREASINGLY SPECIFIC AT HIGH LEVELS					X	X	X	X	X	X	X	X	X	X
3. Understanding of self, others, and human relationships		ALL LEVELS														
4. Use of these things in life planning										X	X	X	X	X	X	X
D. Placement & occupational adjustment																
1. Assistance in transfer from school to vocation										X	X	X	X	X	X	X
2. Work-experience programs										X	X	X	X	X	X	X
E. Follow-up services for youth who have left school or progressed to a higher level										X	X	X	X	X	X	X

Figure 40. The grade levels at which the various guidance services should be emphasized

Service	Grade Level

Service	K	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Al	Notes
A. Types of appraisal																	
1. Tests and inventories																	
a. Intelligence, readiness, and scholastic aptitude tests	X	X	X	X	X	X	X	X	X	X	X	X	X				USED AT ALL LEVELS: ADMINISTERED APPROXIMATELY EVERY TWO YEARS
b. Subject achievement and skills--reading, arithmetic, and other skills and subject areas, educational,	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
c. Interest--hobbies, recreational, educational, vocational										X	X	X	X	X	X	X	ALL LEVELS, EDUCATIONAL AND VOCATIONAL, BROUGHT IN MORE AT SECONDARY LEVEL
d. Special aptitudes--mechanical, artistic, musical, social, vocational										X	X	X	X	X	X	X	OBSERVATION ALL LEVELS, TESTS AT SECONDARY LEVELS
e. Adjustment and personality inventories																	ALL LEVELS IN SOME FORMS
f. Projective & sociometric techniques																	ALL LEVELS
2. Observation, anecdotal records, questionnaires																	ALL LEVELS
3. Development and use of cumulative records, including above data, health, home, personal, and other data																	ALL LEVELS
4. Case studies																	ALL LEVELS
B. Counseling through individual interviews																	
1. Adjustment																	ALL LEVELS
2. Giving special information																	ALL LEVELS
3. Self-appraisal																	ALL LEVELS
4. Planning																	ALL LEVELS
C. Instructional or group activities in guidance																	
1. Core classes or home room								X	X	X	X	X	X			X	
2. Group guidance classes handled by counselors										X	X	X	X	X	X	X	
3. Assemblies on guidance matters								X	X	X	X	X	X			X	
4. Career conferences										X	X	X	X			X	
5. College information conferences												X	X	X	X	X	
6. Extracurricular student activities								X	X	X	X	X	X	X	X	X	
7. Exploratory courses								X	X	X	X					X	
D. Special adjustment services																	
1. Teacher or staff conferences																	ALL LEVELS
2. Psychological and psychiatric services																	ALL LEVELS
3. Cooperation with community agencies																	ALL LEVELS
4. Classes for exceptional children																	ALL LEVELS

Figure 41. Ways of rendering these services

Figure 42. Personnel for rendering these services

| | Grade Level | | | | | | | | | | | | | | | |
	K	1	2	3	4	5	6	7	8	9	10	11	12	13	14	AL
A. Central Office (district or county)																
1. Administrators for coordination, planning, and consultation	ONE FOR ALL LEVELS; OR, ONE FOR ELEMENTARY, JUNIOR, AND SENIOR HIGH SCHOOLS AND ONE FOR JUNIOR COLLEGE, WITH COORDINATE RELATIONSHIPS															
2. Consultants for counseling and occupational information	ALL LEVELS, WITH MAJOR EMPHASIS AT SECONDARY LEVELS															
3. Consultant on psychological tests for appraisal and counseling	ALL LEVELS															
4. Consultants for adjustment services—psychologist(s), psychiatrist(s), psychiatric social worker(s)	ALL LEVELS															
5. Supervisor of special classes for physically handicapped and slow learners	X	X	X	X	X	X	X	X	X	X	X	X				
6. Remedial reading and/or speech teachers	X	X	X	X	X	X	X	X	X	X	X	X				
7. Supervisor of attendance and home visitation service	X	X	X	X	X	X	X	X	X	X	X	X	X			
8. Supervisor of home teaching	X	X	X	X	X	X	X	X	X	X	X	X	X			
9. Coordinator of placement	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
B. Administrators of individual schools																
1. Principals	ALL LEVELS															
2. Vice- or assistant-principals	ALL LEVELS IN SCHOOLS LARGE ENOUGH TO HAVE THEM															
3. Director of guidance or other personnel administrator	ALL LEVELS IN SCHOOLS LARGE ENOUGH TO HAVE THEM															
C. Counseling and instructional staff																
1. Trained counselors (full-time)	ALL LEVELS															
2. Teacher-counselors (part-time counselors, core teachers, or-home room teachers)								X	X	X	X	X	X	X	X	
3. Other classroom teachers	ALL LEVELS															

311

Figure 42 shows recommended personnel for rendering guidance services and indicates appropriate grade levels in which the personnel should work.

The second approach to the evaluation of guidance programs is to test their impact upon the pupils. If pupils are achieving to capacity, happy and well-adjusted, healthy, and making logical decisions, then it can be concluded that the guidance program is having the desired effect. Follow-up studies, described in Chapter 8, furnish a method for this pupil-focused approach.

Other commonly used evaluation techniques in the pupil-study approach include such activities as:

1. Filling of opinionnaires concerning any phase of the program by pupils and faculty

2. Analyzing the appropriateness of tests and the meaning of pupils' test results

3. Studying the appropriateness and consistency of the occupational choices of students

4. Tabulating the type and amount of medical service available to each pupil and the results of the service in terms of improved pupil health and school attendance

5. Correlating the effect of pupil activities upon school marks and setting up norms for extracurricular participation

6. Reviewing grade placements of pupils with respect to mental age, chronological age, and achievement

7. Conferring with parents with respect to improved home adjustments of pupils

8. Analyzing the amount of counseling time available and tabulating the time used by individual pupils or classifications of pupils

9. Comparing the training of guidance workers with norms for the state or nation

10. Securing consultants to survey the impact of guidance services upon pupils

11. Making follow-up studies of school leavers

PURPOSES IN EVALUATION

Before evaluation begins, the purposes of evaluation should be clearly defined and understood by all guidance workers. Usually the purposes of evaluation include such statements as the following:

1. To build a program which better satisfies pupil needs
2. To justify guidance expenditures
3. To check upon the effectiveness of guidance procedures
4. To inform the public
5. Others

As a means of helping guidance workers achieve these purposes through evaluation, this chapter has dealt with (1) the need for evaluation, (2) objectives and standards of guidance, (3) what authorities say about guidance evaluation, (4) criteria for individual, group, and administrative aspects of guidance, (5) evaluating guidance in the elementary school, and (6) examples of descriptive and check-list techniques.

NEED FOR EVALUATION OF GUIDANCE

In common with all aspects of education, what guidance needs most is better evaluation of results. Educators know that all students grow and develop, and that it is the counselor's job, in the words of Smith and Roos, to lead each pupil to "live that life which for him is life at the optimum."[1] Counselors recognize that all students have needs— personal, social, moral, occupational, and civic—which must be met to accelerate the process of educative growth. Crosby defines the program to be evaluated by saying:[2]

> The term "Guidance program" may be interpreted as "the systematic assistance of pupils, outside the classroom instruction, to help them acquire the necessary knowledge to analyze and understand their interests, aptitudes, abilities, limitations, opportunities, problems, and needs, and thereby enabling them through self-direction to meet their educational, vocational, health, moral, social, civic, and personal problems to the best advantage for themselves and society."

Evaluation is needed to be certain that adequate and appropriate services are being continuously rendered. When these guidance services are rendered, the pupils should be helped by the counselor to

[1] Charles A. Smith and Mary M. Roos, *A Guide to Guidance*, Prentice-Hall, Inc., Englewood Cliffs, N.J., 1941, p. 270.

[2] Joseph Wallis Crosby, "An Analysis of the Cost of Guidance Services in Selected High Schools," unpublished doctoral dissertation, University of Southern California, Los Angeles, 1950, p. 5.

analyze and understand their interests, aptitudes, abilities as well as their limitations. An evaluation of the guidance program is necessary to satisfy the needs of pupils and answer the questions rightfully raised by parents, teachers, and taxpayers. A continuing evaluation is also the best means of eliminating wasted effort and adding more effective procedures. Furthermore, as pupil needs and social conditions change, the guidance program must change too. An evaluation process is the best way to determine the amount and direction of change needed.

OBJECTIVES AND STANDARDS OF GUIDANCE

The objectives set up for the guidance program become the means of evaluating its effectiveness. The objectives are the yardsticks. An evaluation should show the administrators, teachers, and counselors to what extent the program is geared to the interests, abilities, problems, and needs of the pupils and thereby achieves the objectives of guidance. It should also show the deficiencies and limitations of the program with respect to student needs in the fields of health, social, civic, personal, educational, and vocational opportunities.

Evaluation of guidance services should also determine whether the school's objectives and standards should be revised. The primary purpose of evaluation is to increase the effectiveness of both the instructional and pupil personnel programs. To achieve this purpose, evaluation must become an integral and continuous part of the guidance program. Evaluation is always concerned with both the means and the results. The purposes of evaluation should be defined and redefined in terms of the desired changes in pupil behavior. These changes sought are intricate in nature, and they cannot be evaluated or measured by a single device or administrative procedure. The varied standards and objectives must be reduced to written form before orderly evaluation is possible.

Evaluation, a Team Effort

Evaluation plans, to be effective, should be made and carried out with the cooperation of all persons affected. Existing programs, therefore, should be reexamined in terms of mutually accepted standards and objectives. School administrators should enlist the aid of com-

munity groups, as well as teachers and pupils, so that all concerned can participate in determining the values to be achieved in the present program, and determine steps to make every pupil a more self-directive, self-sufficient, and adjusted citizen of the community. This means a reexamination of guidance standards and objectives.

Suggested Organizational Objectives

The following list of purposes may be adapted to typical guidance program:

1. To provide favorable working conditions for guidance services, including proper rooms and offices, grounds, equipment, and supplies

2. To help individual school faculties in bringing about continuous curriculum and guidance service improvements

3. To provide conditions such as proper-sized classes and counseling time for solving pupil problems

4. To establish central office policies which will encourage individual teachers to propose, initiate, and carry out promising guidance services

5. To awaken a spirit of group purpose or team responsibility within teachers, counselors, and administrators

6. To provide encouragement and security for all staff members in their development of newer guidance practices

7. To arrange smooth and sound working relationships with all other aspects of the school program, such as building operation and maintenance (get the custodians on the team), extracurricular activities, community relations, and business management

8. To keep the individual school and the central office coordinated toward the improvement of the guidance program

9. To keep adequate channels of communication among school units and the central office

10. To delegate as far as possible the authority and responsibility for guidance improvement to the principal and the head counselor in the individual school unit

THE ADMINISTRATIVE ROLE IN THE EVALUATION OF GUIDANCE

What is the administrative role in evaluating the guidance services of a school system? Of course, the superintendent is chiefly respon-

sible for the type and extent of guidance services in the school system. The principal is responsible for the type and extent of guidance services at the building level. To discharge this responsibility, administrators must provide personnel and budget for the evaluation.

It is the superintendent's responsibility to assist the board of education and the citizens of his community in providing good guidance services and improving those services by evaluation. By his leadership, zeal, skill, and experience, the superintendent forms the policies and determines the extent and nature of pupil personnel services.

Administrative responsibilities in carrying out policies and procedures should be characterized by cooperation and coordination in all departments of the schools. Group action in planning, appraising, and revising is essential in good guidance evaluation.

Guidance Organization and Personnel

To make a successful evaluation, the administrator must understand the basic levels of school organization and the personnel who work in each echelon. Ensz has set forth the following nine organizational levels in public schools:[3]

1. The state department of education
2. The office of county superintendent
3. The school superintendent
4. The assistant superintendent
5. Professional consultants
6. Supervisors of instruction
7. School principals and assistants
8. Teacher groups of all levels
9. All other service personnel, such as school nurse, bus drivers, cafeteria supervisors and workers.

These, then, are the educational echelons which must be taken into account in carrying out guidance services and in their evaluation. Personnel of all echelons must have a basic understanding of the guidance standards and objectives and the degree of pupil achievement or

[3] Elmer Ensz, "Areas and Sources of Educational Leadership in California School Districts," unpublished doctoral dissertation, University of Southern California, Los Angeles, 1950, p. 102.

adjustment. According to Ensz[4] the twelve major areas in which pupils need guidance are:

1. Basic skills
2. Basic fields of knowledge
3. Individual pupil thinking
4. Individual pupil abilities
5. Pupil character and personality
6. Individual pupil needs
7. Health and safety
8. Home competence
9. Civic competence
10. Vocational competence
11. School and community relationships
12. School and staff relationships

These, then, are the basic areas within which the guidance program should function and be evaluated. The administrative role in guidance evaluation involves the basic instructional areas, extent of achievement, organization, and personnel.

WHAT AUTHORITIES SAY ABOUT GUIDANCE EVALUATION

The literature on counseling, guidance, and pupil personnel services has many references to evaluation.

Lefever[5] has indicated two approaches to guidance evaluation by saying: "Programs of guidance may be examined from two angles: (1) the problems of youth which they are designed to solve, or (2) the organizational machinery calculated to achieve accepted guidance objectives."

The first of these approaches is directed toward the achievement and adjustment of pupils. The second approach involves the administrative, or organizational, machinery necessary to achieve the objectives of a well-rounded program of guidance services. This chapter has been concerned with both approaches as the best combined means of evaluating guidance services.

[4] *Loc. cit.*
[5] D. Welty Lefever, Archie M. Turrell, and Henry I. Weitzel, *Principles and Techniques of Guidance*, The Ronald Press Company, New York, 1941, p. 193.

Not until the 1945 issue of the *Review of Educational Research* did a chapter on the "Preparation of Personnel Workers" appear, and then only ten books or articles were reviewed.[6] For the next six years the 1951 *Review of Educational Research*, under the heading "Preparation of Teachers and Specialists for Guidance" listed 56 books and articles that contained some literature about the organizational machinery of guidance services. Certainly the preparation of guidance workers is a chief consideration in evaluation.

Troyer and Pace list five steps for administrators to follow in an evaluation program:[7]

1. Formulate your general objectives.

2. Define the general objectives in terms of the specific behaviors they imply, or those you expect.

3. Identify the sources of evidence that can be used in observing such behavior (as desired).

4. Develop methods for getting evidence.

5. Interpret your results in the light of your objectives.

Another list of principles for appraisal which an administrator may check against his guidance evaluation program is that offered by Sanford, Hand, and Spalding:[8]

1. Evaluation should be in terms of the desired behavior of children, youth, and adults.

2. Evaluations should reveal the extent to which the purposes or aims of the educational program are being achieved.

3. Evaluation should be a continuous process.

4. Evaluation as a process should exemplify the ways of democracy, which we teach and defend.

To this list should be added another principle, namely, that each principal within the school system must be individually responsible to

[6] Arthur J. Jones, "Preparation of Personnel Workers," *Review of Educational Research*, vol. 15, April, 1945, p. 191.

[7] M. E. Troyer and V. R. Pace, *Evaluation in Teacher Education*, American Council of Education, Washington, 1944, p. 68.

[8] Charles W. Sanford, Harold C. Hand, and Willard B. Spalding, *The Schools and National Security*, McGraw-Hill Book Company, Inc., New York, 1951, p. 275.

he superintendent for the guidance services rendered to each pupil
nder his care. He in turn must transmit this responsibility to each
teacher and other staff member.

More Research Needed in Guidance Evaluation

Several years ago Bixler cited the meager amount of research work
in the field of guidance evaluation, a condition which still holds true.
He comments:

> A most pertinent question in the field of guidance is, "Does the process
> assist the student in becoming adjusted, and if so, in what way and how
> much?" This question must be answered, if counselors are to know what
> factors affect guidance and how to make improvements possible. Despite
> the rather extensive growth of high school and college guidance programs,
> research studies in evaluating outcomes of these programs are not numerous.[9]

Cliffe would agree with Bixler, but points out the many facets of a
guidance service since it permeates many areas of living:

> If comparables could be selected and subjected throughout their school
> careers to comparable conditions in every respect, excepting in the matter
> of guidance, the results might prove to be enlightening. However, this
> procedure has highly undesirable aspects (from a research point of view)
> since guidance deals with human welfare and human adjustment. Its effects
> are life long and it permeates many areas of living.[10]

More research that will appraise the many facets of counseling and
guidance is needed. Cliffe continues by saying:

> Perhaps more basic than the previously mentioned consideration would
> be the problem of whether or not guidance can be adequately evaluated.
> It is true that a single aspect of it can be measured. However, as an entity,
> guidance is of necessity greater than the sum of its parts. It involves the
> interactions of complex patterns of stimuli as they play upon the com-

---

[9] Harold H. Bixler, "Conditions Affecting Personnel Work," *Review of Educa-
tional Research*, vol. 15, April, 1954, p. 121.
[10] Marian C. Cliffe, "Recreations of Recent High School Graduates with Impli-
cations for Guidance," unpublished doctoral dissertation, University of Southern
California, Los Angeles, 1950, p. 3.

plicated structure of a human personality. No two personalities are ever exactly alike. In the same way no two guidance programs can be alike . . ."

In spite of these difficulties, however, there are many ways to evaluate guidance programs. Various methods exist with which we may effect at least a partial evaluation of guidance services.

Bixler expresses the need for more research with respect to guidance techniques and their appraisal:

> It is desirable that a more thorough and systematic program of research in this area (conditions affecting personnel work) be pursued if counseling is to gain effectiveness. Better guidance will become possible in proportion to our knowledge of the conditions and techniques which influence the client's adjustments."

Hunt[13] and Scott[14] reviewed the famous Birmingham, England, studies in evaluation, which were reported during the years 1930 to 1940. The original studies upon which these reviews were based exhibited careful methodology, the chief handicap being an occasional failure to use quantitative terms when expressing individual and group differences.

Bixler says the experimental design of methodology for evaluating counseling outcomes during the period 1941–1944 seemed to fall into about four groups:

1. Comparison of student's grade averages before and after counseling.

2. Comparison of the average scholastic, vocational, social, or occupational adjustments of counseling students with that of non-counseled students, matched. (A question seems to arise in this field, such as, can you match such characteristics as age, sex, ability, high school or college grades, etc.?)

3. Control group experiments in which two comparable groups are given (provided such groups can be found) different types of counseling, or one group may receive no organized counseling, and they are compared both before and after counseling is administered.

" *Ibid.,* p. 272
" Bixler, *op. cit.,* p. 129.
" Patricia E. Hunt, "The Birmingham Experiments in Vocational Guidance," *Occupational Psychology,* vol. 17, April, 1943, pp. 53–63.
" M. B. Scott, "The Appraisal of Vocational Guidance," *Occupational Psychology,* vol. 17, January, 1943, pp. 6–16.

4. Clinical or statistical follow-up studies of counseling cases, with judgments of adjustments and insights, and students' judgments of the value of counseling.[15]

Of the four specific techniques of evaluation which have been described above, Bixler[16] believes: "The third is, in most respects, the most satisfactory from the standpoint of experimental design." They are all limited, however, to the study of pupils and should be supplemented by an evaluation of the organization, personnel, and administration of the guidance program itself.

When Bixler's four methods of research and methodology are considered, it would appear that they are still rather inadequate for measuring the outcomes of guidance services. Cliffe criticizes overuse of the control group technique in guidance evaluation:

The ideal of setting up control groups for the purpose of a study and assigning to them roles in life different, and perhaps less satisfactory, than those they would have had if given adequate guidance and counseling is incompatible with present day life.[17]

Williamson and Darley have proposed four broad evaluative criteria which may be of help to counselors and administrators even though the criteria apply to older students:

1. A case work method which involves the reading of case histories by competent counselors, who make professional judgments of success in adjustment.

2. Scholastic adjustments in terms of both students who leave college because of low scholastic aptitude, and those who are successful. The former group may achieve desirable outcomes of counseling 'by leaving,' if they become adjusted to the fact that they have little or no chance of college success (at that particular college) and act accordingly.

3. Students' satisfaction with counseling (their own judgment report).

4. Change and development of attitudes toward vocation or other problem. (As observed by the counselor.)[18]

[15] Bixler, op. cit., p. 121.
[16] Loc. cit.
[17] Cliffe, op. cit., p. 6.
[18] Edmund G. Williamson and John G. Darley, Student Personnel Work, McGraw-Hill Book Company, Inc., New York, 1937, p. 250.

Three approaches have been made to group guidance techniques and their appraisal, as follows: (1) sociometric procedures, by Brown,[19] and Jennings,[20] (2) group discussions, by Robinson,[21] and (3) applications of mathematics and quantitative thinking, by Rashevsky.[22]

CRITERIA FOR EVALUATION IN GUIDANCE

In the light of what authorities have said concerning guidance evaluation, a combined list of criteria for school guidance workers is needed. Even though evaluation in education is not new, evaluation techniques suitable to guidance form the weakest link of the pupil personnel process. To establish a strong evaluation program, the busy administrator or director of guidance should make an adaptation of the following list of criteria to help fashion a workable plan of guidance appraisal. The following criteria are suggestive:

1. Evaluation should increase efficiency in the field appraised by determining how well the program's objectives are being achieved.

2. Measurement, research, interpretation, and analysis are indispensable.

3. The purposes of evaluation should be stated clearly in terms of desired changes.

4. Desired changes and purposes should be flexible and subject to review, reevaluation, and restatement, as the needs of pupils and society change.

5. Final decisions should be based upon factual data or upon valid judgments.

6. Results of measuring and counting, percentages and norms, are not sufficient data from which to recommend changes. Other factors of a less tangible nature are also required.

[19] Muriel W. Brown, "Some Applications of Sociometric Techniques to Community Organizations," *Sociometry*, vol. 6, February, 1943, pp. 94–100.

[20] Helen H. Jennings, *Leadership and Isolation*, Longmans, Green & Co. Inc., New York, 1943.

[21] Karl F. Robinson, "An Experimental Study of the Effects of Group Discussion upon the Social Attitudes of College Students," *Speech Monographs, Research Annual*, vol. 8, 1941, pp. 34–57.

[22] N. Rashevsky, "Contributions to the Mathematical Theory of Human Relations," *Psychometrics*, vol. 7, June, 1942, pp. 117–134.

7. All persons affected by the program should assist in arriving at the decisions made concerning the evaluation goals, procedures, and purposes to be achieved.

8. Evaluation programs for guidance should be coordinated with, and be a continuous part of, the entire educational program of the schools.

9. Unique and experimental methods of evaluation in guidance should be encouraged, but adopted with caution.

10. All data and information submitted should be validated, studied, and weighed before they are used to effect program changes. Evaluation, wherever used, is concerned with both the means and the ends.

11. When changes in guidance have been proved desirable through evaluation, and agreed to, then all guidance workers should enthusiastically assist in revising the program.

12. Democratic procedure requires that all who are affected by a school policy, program, or decision should share both in its making and in its execution.

These basic criteria will help the administrator or director of guidance to formulate, cooperatively, his plans for evaluating the guidance program.

EVALUATING GUIDANCE IN THE ELEMENTARY SCHOOL

Most authors have ignored to a considerable extent the special nature and importance of guidance services at the elementary school level and have therefore said little with respect to the evaluation of guidance services for elementary school pupils. An attempt has been made in this book to correct such an oversight by pointing out special guidance policies and procedures which are particularly applicable to the earlier grades. Each pupil is entitled to guidance services from kindergarten throughout his school experience, but the emphases change from one level to another.

Emphases in an Elementary Guidance Program

This section points up differences between elementary school guidance evaluation and secondary school guidance evaluation because of

some basically different emphases. The only evaluative technique suggested in this section is a descriptive process, whereas the check-list technique is suggested in a later section. The check-list items of the form suggested in this chapter fit more nearly the program of secondary school guidance. Either device, descriptive or check-list, should be adapted to the particular school and school level.

Nature of Elementary Guidance Programs

The elementary school guidance program places more emphasis upon social, personal, and educational guidance than upon vocational guidance, which gains more prominence at the secondary school level. Elementary programs are nonterminal. Teachers are the chief guidance workers as contrasted to specialists such as counselors, psychometrists, psychologists, and others. Guidance at the elementary school level is concerned with the child where he is and as he is. The home influence is relatively more important. The program must consider the nature of the curriculum, the child's surroundings, the child himself, what he has come from, and where he will go.

Descriptive Technique in Evaluation

The following questions are a descriptive technique for directing attention to some aspects of elementary guidance. The questions are not meant to cover the total area but to serve as examples of this type of evaluative technique.

Curriculum. Is a continuing attempt being made to relate the curriculum to the child's needs? Does the curriculum influence the child's attitude toward school and other aspects of his life? Is the curriculum improving his personal, social, physical, and educational adjustment?

Classroom. Is the constancy of environment of a single classroom beneficial or boring? Is an effort made to make the room transitional, that is, with some carry-over from the home and some lead-in to secondary and postschool experiences, rather than isolated from either? Is democratic classroom atmosphere maintained? Does the emotional atmosphere encourage self-direction, study, and achievement?

The child. Is recognition given to the general and individual natures of children? Is proper recognition given to their having relatively short attention spans, high enthusiasms, great ranges of interest, little

sustained purpose, little true self-confidence, and low relative energy? Are the causes of deviations from these "norms" explored?

Does the program attempt to recognize the rapidly changing interests and abilities of children through growth? Do the teachers and administrators take cognizance of the different rates, and changes in rates, of each individual during maturation?

Does the program attempt to appraise the child as he is at any given time intellectually, socially, academically, physically, and emotionally, and relate his progress to his own capacity, maturation, and purposes?

Teacher qualifications. Have the teachers had training in elementary guidance? Do they exhibit sensitivity to children's needs? Have they been fully informed of the guidance program's general and specific purposes? Are they fully aware of the several services of the program? Are they making the best use of these services?

Processing. How are pupils classified for the purpose of guidance? Do the kinds of classification include MA or IQ scores, achievement tests, teachers' estimates, previous scholastic records, chronological age, health records, emotional classifications by qualified experts, or a combination? Is grouping homogeneous or heterogeneous? Are the problems of each child considered?

Records. What pupil records are kept? Do these records include mental tests (group and/or individual), achievement test results, teachers' estimates, cumulative scholastic reports, birth dates, health data, anecdotal accounts, self-analyses, case histories, and home visits?

Are the records always available to the teacher? Are they confidential? Who other than the teacher makes use of them? How often are they employed in guiding any given child? Do the records proceed through school with the child?

Adjustment. Is action taken without the child's knowledge? Are thorough records kept of the actions taken, and later results? If the subject does not respond well to first treatments, does the principal assume a heavier responsibility? Are parents called in for planning? Is consultant help used? Are measures taken to improve the child's situation among his fellows? Is there an adequate follow-up and close check upon the subject after he leaves one classroom for another, or for secondary school?

Responsibility. At the elementary school level, the responsibility for major decisions rests with the principal. The chief guidance workers,

however, are the teachers. The decisions of specialists are advisory. Are the best efforts made to follow up their recommendations? Is there good liaison among teachers, principal, and specialists?

Is the teacher-student ratio one which permits each child to have an adequate amount of the teacher's attention? Has the principal enough time to meet adequately the needs of special cases and to give guidance help to teachers? Is the school nurse allowed enough

		Very Good	Good	Average	Poor	Very Poor
WHY	Does your school have clearly formulated objectives for the assistance of each pupil?					
WHAT	Does your organizational plan insure that these services will be readily available?					
WHO	Does your school have personnel properly trained for rendering these services?					
HOW	Does your organizational plan provide the most effective ways for these services to be rendered?					
WHEN	Does your plan provide the most effective time for these services to be given?					

Figure 43. Administrator's preliminary check list

time to handle regular and special cases? Is there enough clerical help to relieve the professionals of burdensome and time-consuming recording and filing?

Exceptional cases. Does the organization provide for special treatment of exceptional children? Are there means for identifying gifted, disturbed, and other children? Are there special services for any or all of the exceptional cases? Are special difficulties, for instance speech problems, treated in school only, or are there provisions for extra treatment?

Public relations. Are pupils and parents made aware of the services available? Are parents and the community made cognizant of the long-term goals and values of guidance? Is the community, through its welfare agencies, business clubs, social clubs, civic services, and businesses, encouraged to participate in the program?

Qualifications of personnel. The core of a good guidance program at the elementary school level is the teacher, and the most important

	Very Good	Good	Average	Poor	Very Poor
A. Does the school district maintain a guidance program geared to meet the general and specific needs of pupils?					
1. By formulating board policies and practices to encourage pupil personnel services?					
2. By employing a competent and guidance-minded superintendent of schools?					
3. By supplying that superintendent with trained guidance specialists?					
4. By employing teachers skilled in guidance techniques?					
5. By supplying the finances for an effective guidance program?					

Figure 44. The "Why"

adjunct to her services is the cooperative effort of the principal. Their qualifications have already been considered. An evaluation of guidance must also take into account the qualifications of contributing specialists.

The school nurse. Is she emotionally equipped to work with young children? Does she have adequate and appropriate training? Does she promote a good health program at each school? Is her program comprehensive? Is she cooperative with the teachers and parents? Does she try tactfully to "educate" the teachers and, if necessary, parents?

		Very Good	Good	Average	Poor	Very Poor

I. Study of Individuals and Their Physical, Mental, and Social Needs

A. Does your school appraise pupils with respect to:

	Very Good	Good	Average	Poor	Very Poor
1. Abilities					
2. Interests					
3. Personal adjustments					
4. Special aptitudes					
5. Health					
6. Home conditions					
7. Vocational plans					
8. Social adjustments					
9. Recreation					
10. Hobbies					

B. Does your school use pupil needs as a basis for:

	Very Good	Good	Average	Poor	Very Poor
1. Selection of curriculum materials					
2. Choice of teaching methods					
3. Instructional services for the physically handicapped					
4. Instructional services for the educationally handicapped					
5. Instructional services for the mentally handicapped					
6. Guidance for the socially handicapped					
7. Other services					

C. Does your school provide for the identification and study of individuals with special problems, such as:

	Very Good	Good	Average	Poor	Very Poor
1. Educational problems					
2. Physical problems					
3. Mental problems					
4. Social problems					
5. Other types of problems					

II. Development and Adjustment Services to Aid Individuals

A. Does your school provide development and adjustment services in:

	Very Good	Good	Average	Poor	Very Poor
1. Work habits					
2. Study habits					
3. Social habits					
4. Social attitudes					
5. Personality growth					
6. Leadership growth					
7. Followership growth					

Figure 45. The "What"

. Life Planning Activities for All Individuals

  A. Does your school provide activities for individuals through information about:

1. Educational opportunities				
2. General fields of work				
3. Specific occupations				
4. Social and recreational opportunities				
5. Understanding of one's self				
6. Understanding of others				
7. Civic opportunities and responsibilities				
8. Health opportunities (clinics, etc.)				

IV. Placement and Occupational Adjustment

  A. Does your school provide the individual opportunity for adjustment through:

1. Providing work experience programs				
2. Assisting the student in the transfer from school to his vocation				
3. Helping the student advance on the job				
4. Other vocational adjustments				

V. Follow-up Services

  A. Does your school provide follow-up services, such as:

1. Plans for following up those who have left your school for jobs				
2. Plans for following up those who have progressed to a school of higher level				
3. Plans for following up selected graduates				
4. Plans for following up all school leavers				

Figure 45. Continued

Does she have a good working relationship with the school district's physician? Does she acquire and cause to be distributed health information? Does she make personal studies of the school's facilities (classrooms, playgrounds, wash rooms, cafeteria, auditorium, etc.) and offer recommendations to the principal? Does she discuss special cases with teachers? Does she keep careful and accurate records? Does she keep herself informed of the latest medical developments and of the current community health problems? Does she keep her information on the children confidential?

Physician. Is he personally and professionally qualified? Does he make adequate physical examinations of every child at least once each year? Does he make definite recommendations from his findings? Does

I. The Central Office Staff (county or district)	Very Good	Good	Average	Poor	Very Poor
A. Does your school district have the administrative personnel to provide adequately the following guidance services:					
1. Administrators who direct					
a. Coordination					
b. Planning					
c. Consultation					
d. Organization					
e. Budgeting					
f. Others					
2. Consultant on psychological testing, counseling, and adjustment for:					
a. Appraisal of individuals					
b. Counseling					
c. Group guidance techniques					
d. Occupational information					
e. Placement and follow-up					
f. Others					
3. Specialists for adjustment services:					
a. Psychometrists					
b. Psychologists					
c. Psychiatrists					
d. Psychiatric social-workers					
e. Attendance counselors					
f. Others					
4. Supervisors of special classes for the handicapped:					
a. Physically					
b. Educationally					
c. Mentally					
d. Socially					
e. Slow-learners					
f. Superior children					
g. Others					
5. Remedial teachers in the following fields:					
a. Sight saving					
b. Reading					
c. Speech					
d. Hearing					
e. Others					

Figure 46. By "Whom"

6. Supervisors or coordinators of:					
a. Homeroom teachers					
b. Subject teachers					
c. Vocational teachers					
d. Attendance workers					
e. Home visitation service					
f. Placement					
g. On-the-job training					
h. Follow-up					
i. Other activities					

II. Administrators of Individual Schools

A. Does your district have qualified administrative personnel to provide guidance services in each school?

1. Principal					
2. Boys' Vice-principal					
3. Girls' Vice-principal					
4. Dean of instruction					
5. Dean of guidance services					
6. Other administrative personnel					

III. Counseling and Instructional Staff

A. Does your school have qualified and properly certificated teachers and counselors?

1. Head counselor (proper certification)					
2. Assistant counselors (one for each 600 elementary pupils or one for each 400 secondary pupils)					
3. Core-curriculum teachers					
4. Home room teachers					
5. Classroom teachers with training in guidance techniques					
6. Other classroom teachers					

Figure 46. Continued

he secure special examinations such as audiometric, telebinocular, fluoroscopic, and other examinations when a child's health seems to warrant them?

Psychologist. Is there a well-balanced school psychologist to provide diagnoses, assistance to teachers, and recommendations for disturbed children? Does he also participate in supervisory administration to the extent of making surveys of schools in terms of his function and offering suggestions to the instructional planners and administrators? Does he maintain an educational program for teachers? Does he acquire and cause to be distributed information pertinent to pupil

I. Techniques for Evaluating Guidance Services	Very Good	Good	Average	Poor	Very Poor
A. Does your school offer an adequate pattern of tests, inventories, and records?					
1. Intelligence tests					
2. Interest inventories					
3. Personality inventories					
4. Achievement tests					
a. Reading achievement tests					
b. Arithmetic achievement tests					
c. English achievement tests					
d. Foreign language achievement tests					
e. Science achievement tests					
f. Health-knowledge achievement tests					
g. Geography achievement tests					
h. History achievement tests					
i. Civics achievement tests					
j. Music achievement tests					
k. Art achievement tests					
l. Others					
B. Does your school offer special aptitude tests in the following fields:					
1. Mechanical					
2. Musical					
3. Artistic					
4. Persuasive					
5. Computational					
6. Social services					
7. Scientific					
8. Clerical					
9. Agriculture					
10. Governmental					
11. Armed Services					
12. Others					
C. Does your school use projective and sociometric type tests:					
1. Projective-type tests					
2. Sociometric inventories					
3. Others					
D. Do counselors and teachers keep up-to-date cumulative records of:					
1. Health of the individual					
2. Home conditions					
3. Personal observations					

Figure 47. The "How"

4. Test scores				
5. Achievement marks				
6. Case studies				
7. Vocational plans				
8. Other data				
E. Are the cumulative records:				
1. Kept up to date				
2. Always available to staff				
3. Used by staff				
4. Filed in counselor's office				
5. Summarized and circulated among teachers				
Individual Interviews for Pupils				
A. Is counseling time provided for each individual pupil for such purposes as:				
1. Adjustment				
2. Giving special information				
3. Self-appraisal				
4. Planning				
5. Others				
III. Instructional or Group Activities				
A. Is sufficient time and program provided for the following activities?				
1. Group testing				
2. Home rooms				
3. Units on occupational information				
4. Career conferences				
5. Assemblies on guidance matters				
6. College information conferences				
7. Extracurricular activities by students				
8. Exploratory courses				
9. Other student activities				
IV. Special Adjustment Services				
A. Do the staff, counselors, and teachers offer pupils opportunity for the following special services?				
1. Teacher conferences				
2. Staff conferences				
3. Staff psychological services				
4. Psychiatric services				
5. Classes for exceptional children				
6. Cooperation with community agencies				
7. Others				

Figure 47. Continued

		Very Good	Good	Average	Poor	Very Poor
I. School Organization Provides Time for Guidance Services						
A. Has the central staff provided time to operate an efficient guidance service?						
1. Is there a central guidance office within the staff of the superintendent?						
2. Does this office have time to serve the needs of local schools?						
3. Does this office provide each school with the time of a competent head counselor?						
4. Does this office assist each school in obtaining proper quarters and supplies for the counselor?						
5. Does this office see that service conditions—proper school time and teacher-loads—are adjusted to allow for guidance services?						
6. Are proper schedules arranged and executed for the testing of each pupil?						
7. Are proper channels of communication established between the central office and the individual school unit when needed?						

Figure 48. The "When"

adjustment? Does he keep himself well informed and up to date professionally? Does he promote his services in the schools? Does he keep his records confidential? Does he specialize in the emotional problems and needs of young children? May he refer children for psychiatric service?

Psychometrist. Is there a credentialed psychometrist? Are his services employed in every instance where knowledge of a child's IQ, achievement, and the like will have a direct bearing upon the child's adjustment?

Recreational director. Is there a qualified playground or recreational director? Is his first interest the health, welfare, and enjoyment of the children? Does he organize and carry out full-scale recreational

programs? Does he work closely with the school? Does he share experiences with the principal and teachers of the children involved? Does his program encourage total participation? Is it geared to the several age levels? Is he well versed in the variety of recreational possibilities? Does he have sound knowledge of current rules of games?

Check-list Technique in Evaluation

One of the most common techniques for evaluating guidance services in a school is the check list. It has many types and uses. Some lists probe merely to define the existing service; others rate the degree of service.

The preceding check lists determine the kind and degree of guidance services available. They apply somewhat more to secondary school guidance, but may be adapted to the elementary school level. The preliminary check list shown in Figure 43 gives an overview for the busy administrator. When some checks fall to the right, considerable attention should be given to more detailed check-list evaluation. If the checks fall to the left, a detailed check will still be valuable as a means of diagnosing strengths and weaknesses.

In using the detailed check lists, Figures 44–48, the evaluator must maintain an objective point of view and try to neither underrate nor overrate the guidance service under consideration. After the rating is complete, the evaluator must then interpret the ratings in terms of guidance objectives for his own school. In this way the check list shown as Figure 43 will be helpful in evaluating guidance services.

SUMMARY

Evaluation of the guidance program is extremely important. There are two ways to evaluate. Some educators prefer to appraise the success and adjustment of pupils and assume that such is the result of good guidance machinery. Others attempt to appraise the adequacy and effectiveness of the machinery itself. This chapter has been concerned with both ways. Special emphasis was given to evaluation in elementary schools.

Some sample objectives of the guidance program were listed for purposes of illustration. A list of criteria for an evaluation program was suggested. Consideration was given to some aspects of guidance in

relation to evaluation. Reference was made to authorities in guidance evaluation with special attention to the need for more research.

Finally, suggestions were made for *descriptive* and *check-list* types of evaluation in elementary and secondary schools. Examples were given for both the descriptive, and the check-list type. It is strongly recommended that school administrators give more attention to the evaluation of guidance programs and to the resultant improvement of instructional and guidance services following evaluation.

SELECTED BIBLIOGRAPHY

Allen, R. D.: "Pupil Personnel, Guidance and Counseling," *Review of Educational Research*, vol. 3, June, 1933, p. 214.

Bernie, Ralph F. (ed.): *Concepts and Programs of Counseling*, University of Minnesota Press, Minneapolis, 1951.

Bennett, Margaret E.: "Guidance and Personnel Work," *Review of Educational Research*, vol. 15, April, 1945, p. 101.

Bixler, Harold H.: "Conditions Affecting Personnel Work," *Review of Educational Research*, vol. 15, April, 1945, p. 121.

Boyer, Philip A., and others: "Bibliography on Pupil Personnel, Guidance, and Counseling," *Review of Educational Research*, vol. 10, April, 1939, pp. 221–251.

Brayfield, Arthur H., (ed.): *Readings in Modern Methods of Counseling*. Appleton-Century-Crofts, Inc., New York, 1950.

Brown, Muriel W.: "Some Applications of Sociometric Techniques to Community Organizations," *Sociometry*, vol. 6, February, 1943, pp. 94–100.

Cliffe, Marian C.: "Reactions of Recent High School Graduates with Implications for Guidance," unpublished doctoral dissertation, University of Southern California, Los Angeles, 1950.

Crosby, Joseph Wallis: "An Analysis of the Cost of Guidance Services in Selected High Schools," unpublished doctoral dissertation, University of Southern California, Los Angeles, 1950.

Davis, Frank G., and Pearle S. Norris: *Guidance Handbook for Teachers*, McGraw-Hill Book Company, Inc., New York, 1949.

Eells, Walter Crosby, (coordinator): *Evaluation of Secondary Schools, General Report*, Cooperative Study of Secondary School Standards, Washington, 1939.

Ensz, Elmer: "Areas and Sources of Educational Leadership in California School Districts," unpublished doctoral dissertation, University of Southern California, Los Angeles, 1950.

Froehlich, Clifford P.: *Evaluating Guidance Procedures*, U.S. Office of Education, Miscellaneous Bulletin 3310, Washington, January, 1949.

Good, Carter V., A. S. Barr, and Douglas E. Scates: *The Methodology of Educational Research*, Appleton-Century-Crofts, Inc., New York, 1936.

Good Guidance Practices and Standards, A Report of the Coordinating Committee of the Southern California Council of Research and Guidance Associations. Bureau of Occupational Information and Guidance, Sacramento, Calif., 1949.

Grant, Claude W.: "How Students Perceive the Counselor's Role," *Personnel and Guidance Journal*, vol. 32, March, 1954, pp. 386–388.

Hamrin, Shirley A., and Clifford E. Erickson: *Guidance in the Secondary School*, New York: Appleton-Century-Crofts, Inc., New York, 1939.

Hathaway, Starke E.: "Some Considerations Relative to Non-directive Counseling as Therapy," *Journal of Clinical Psychology*, vol. 4, July, 1948, pp. 226–31.

Heaton, Kenneth L. and Robert G. Koopmann: *A College Curriculum Based on Functional Needs of Students*, University of Chicago Press, Chicago, 1936.

Heck, Arch O.: "Pupil Personnel, Guidance and Counseling," *Review of Educational Research*, vol. 3, June, 1933, p. 214.

Hoppock, Robert: *Group Guidance: Principles, Techniques, and Evaluation*. McGraw-Hill Book Company, Inc., New York, 1949.

Hunt, Patricia E.: "The Birmingham Experiments in Vocational Guidance," *Occupational Psychology*, vol. 17, April, 1943, pp. 53–63.

Jennings, Helen H.: *Leadership and Isolation*, Longmans, Green & Co. Inc., New York, 1943.

Jones, Arthur J.: "Preparation of Personnel Workers," *Review of Educational Research*, vol. 21, April, 1951, p. 103.

Lefever, D. Welty, and others: *Principles and Techniques of Guidance*, The Ronald Press Company, New York, 1941.

Mathewson, Robert H.: *Guidance Policy and Practice*. Harper & Brothers, New York, 1949.

Morrison, J. Cayce: "Counseling, Guidance, and Personnel Work," *Review of Educational Research*, vol. 15, April, 1945, p. 99.

Rashevsky, N.: "Contributions to the Mathematical Theory of Human Relations," *Psychometrics*, vol. 7, June, 1942, pp. 117–134.

Reed, Anna Y.: *Guidance and Personnel Services in Education*, Cornell University Press, Ithaca, N.Y., 1944.

Robinson, Francis P.: *Principles and Procedures in Student Counseling*, Harper & Brothers, New York, 1950.

Robinson, Karl F.: "An Experimental Study of the Effects of Group Discussion upon the Social Attitudes of College Students," *Speech Monographs, Research Annual,* vol. 8, 1941, pp. 34–57.

Rogers, Carl R.: "Pupil Personnel, Guidance, and Counselling," *Review of Educational Research,* vol. 3, June, 1933, p. 129.

Sanford, Charles W., Harold C. Hand, and Willard B. Spaulding (eds.): *The Schools and National Security,* McGraw-Hill Book Company, Inc., New York, 1951.

Scott, M. B.: "The Appraisal of Vocational Guidance," *Occupational Psychology,* vol. 17, January, 1943, pp. 6–16.

Smith, Charles A., and Mary M. Roos: *A Guide to Guidance,* Prentice-Hall, Inc., Englewood Cliffs, N.J., 1941.

Strang, Ruth: *Counseling Technics in College and Secondary School,* Harper & Brothers, New York, 1949.

———: "Guidance thru Groups," *Review of Educational Research,* vol. 15, April, 1945, p. 164.

Troyer, M. E., and V. R. Pace, *Evaluation in Teacher Education,* American Council on Education, Washington, 1944.

Warters, Jane: "Guidance and Personnel Work," *Review of Educational Research,* vol. 21, April, 1951, p. 136.

Williamson, Edmund G., and John G. Darley: *Student Personnel Work,* McGraw-Hill Book Company, Inc., New York, 1937.

Whipple, Guy Montrose: "Guidance in Educational Institutions," *37th Yearbook, National Society for the Study of Education,* Public School Publishing Company, Bloomington, Ill., 1938.

Wrenn, C. Gilbert: "Pupil Personnel, Guidance and Counseling," *Review of Educational Research,* vol. 9, April, 1939, p. 195.

Zook, George F., "Establishing the Goals," *Higher Education for American Democracy,* vol. 1, U.S. Government Printing Office, 1947.

Appendix

A UNIT OF STUDY

You—and Your Vocation

OVERVIEW

The purpose of this unit is to assist the student of today in under-
standing some of the problems faced when seeking employment, and
to show him some ways of facing this problem successfully.

Materials outlined in the following pages include:

1. A survey of problems and activities
2. The study of an occupation
3. A plan for home-room activities
4. A field trip
5. A Career Day program
6. Suggestions for evaluating occupational literature

Intended Outcomes

The goals are to help the student:

1. Appreciate the fact that a thorough personal analysis of apti-
tudes, abilities, and attitudes is necessary for individual success.
2. Understand the problem of discussing jobs in these changing
times.
3. Appreciate some of the limitations on vocational choice.
4. Learn to watch occupational trends, and thus direct his own
course wisely.
5. Secure a thorough knowledge of several fields in which he has
the capabilities of succeeding.

Problems—Activities Outline[1]

1. Why is it necessary to make a personal analysis?
2. What are the methods most helpful in the study of self?
   a. How can I contribute to a definition of my present situation?
   b. How can I find out what my interests really are?
   c. What are my aptitudes and abilities?
   d. What academic achievement have I made?
   e. What vocational achievement have I already made?
   f. What personality characteristics do I possess?
   g. What special aptitudes do I possess?
3. What changes make the discussion of vocations a problem?
   a. How does the changing character of our population growth affect jobs?
   b. How does the raising of professional barriers through longer and more difficult training and by state licensing affect jobs?
   c. How does the number of retirements or other separations from work help to determine a choice of jobs?
   d. How have changes in consumer demand affected jobs?
   e. How has consumer purchasing power changed jobs?
   f. How have social, economic, and political conditions affected the job situation?
4. What are some of the limitations on the students' vocational choice?
   a. Lack of adequate financial resources for occupational training.
   b. Overcrowded occupations.
   c. Versatility and adaptability.
   d. Professionalizing of occupations.
5. What are some of the significant occupational trends?
   a. Interdependence causes insecurity due to the complexity of the economic machine.
   b. Technological unemployment.
   c. Unemployment in basic industries.
   d. Average age of workers increasing.
   e. Changes in types of work.

[1] Prepared for El Monte Union High School.

Suggested Outline for the Study of an Occupation[a]

1. Definition and code number of the occupation. Use the definition given in the *Dictionary of Occupational Titles*, but interpret the definition in your own words.

2. What does the worker do?

   The information given in the *Dictionary of Occupational Titles* describes what workers do generally in the United States. Look up other sources for the same kind of information. Visit local workers to get firsthand information about the tools and machinery they use. Explain what products or services result from this occupation.

3. U.S. Census data.

   Find the most recent data about the number of men and women employed in this occupation. The Bureau of the Census furnishes occupational summaries for states, and for cities of 100,000 population and over. (Condensed information may also be found in *Occupational Data for Counselors.*) Consult your librarian for census material. The local chamber of commerce will supply data on local jobs.

4. Outlook for this occupation.

   Several current sources should be examined in estimating the supply of workers, the changes likely to be made in the occupation in the future, the chief locations of the work, and the trends expected.

5. Licensing and certification.

   Does this occupation require workers to be licensed or certified? If so, what are the requirements in your community? Teachers must have teaching certificates. Doctors, barbers, and many skilled workers must obtain licenses to practice. Some occupations require workers to have physical examinations. Many occupations have none of these requirements.

6. Geographical location of the work.

   Is this occupation open in your community or state? Some jobs, such as cotton farming or coal mining, are open only in certain regions. Others, like stenography and barbering are available anywhere in the United States, even in small towns.

[a] From Walter J. Greenleaf, *Occupations and Careers*, McGraw-Hill Book Company, Inc., New York, 1955.

7. Working conditions.

Describe briefly the nature of the place in which the employee works—noisy, quiet, hot, cold, humid, dry, clean, dirty, etc. Note whether the work is seasonal. Are there busy times and dull seasons? Mention the hours of work, amount of night work, work in bad weather, unemployment, health risks, hazards, accident records, safety measures, and similar factors.

Be unbiased in your description and opinions. Avoid labeling factors as "advantageous" or "disadvantageous" because workers on the job would probably not agree with your personal opinions about their work. You might not like work in a noisy factory, but this would not be a disadvantage to a deaf person. A job is not necessarily advantageous because it is in a clean, warm, cozy office. It is better to name characteristics of the job and let each reader decide for himself whether these factors are advantageous or disadvantageous to him.

8. Pay and promotion.

Earnings are difficult to estimate unless recent studies of salaries and wages have been made. Employers seldom reveal salaries, except in the range for beginning workers. Beginning wages should, therefore, be expressed in range "from $_____ to $_____." Also mention whether pay includes tips, commissions, and other extras. What are the possibilities for advancement? What experience is necessary for the first promotion?

Avoid meaningless "maximum salaries," such as "A man may earn as much as $25,000 to $30,000 a year." In 1952 the United States census showed that the median income of 49 million men and 27 million women was $2,315 per year. "Median" means that half of these individuals earned more and half earned less than $2,315. The median income of men was $3,105 and that of women was $1,147.

9. Requirements for the job.

Show the requirements as to age. What are the physical requirements concerning good eyesight, good hearing, muscular strength and energy? What are the mental requirements? Do employers use tests of aptitude or ability in selecting workers? What kind of person gets along best in this work? What are the requirements as to skill, initiative, judgment, etc.? What school subjects are desirable? What educational requirements and amount of schooling do employers prefer?

10. Preparation for the job.

How should a person prepare for this occupation? What school courses are necessary and what are the tuition costs? Can the work be learned through vocational schools, work-experience program, or apprenticeships? How long is the training program? What hobbies contribute to the preparation? What agencies can give information about training? Make a list of the schools in your state that offer instruction in this work.

11. How is employment found?

How do applicants for this work get their jobs—by personal application, by examination, through friends, or through employment offices?

12. References for further study.

List the books and pamphlets that you have used in making this study. List associations and agencies that promote the work and provide information as a public relations service. List the names of local individuals who are likely to help young people with information about this occupation.

Home-room Activities[*]

Methods or Ways of Presenting Vocational Information about Business Education during the Home-room Period

I. Introduction
   A. Purpose of the home room
      1. To develop desirable pupil-teacher relationship
      2. To guide the pupil in personal, educational, social, moral, recreational, vocational, and physical guidance
      3. To develop desirable ideals and habits of citizenship
         a. Individual and group knowledge, ideals, and attitudes
         b. Local and national interests
         c. Practical opportunities
      4. To expedite the handling of administrative routine
II. Objective or goal
   A. To give enough information about the different fields of business occupations to arouse interest and enthusiasm of students so they will strive to select the subjects that will best meet their need
   B. By the activities in the home room arouse the interest of the administrators and counselors in guiding more carefully students desiring to enter the business world
III. Devices
   A. Guessing games or quiz contests
      1. Vocational quiz
         a. Use as a motivating device to focus attention on occupational opportunities
         b. Examples
            (1) In what occupation would you be engaged if you operated a comptometer?
               (a) Medical
               (b) Clerical
               (c) Engineering
               (d) Mechanical
            (2) To secure a good rating on a civil service typewriting test, it is desirable to type
               (a) 20 words a minute
               (b) 40 words a minute
               (c) 140 words a minute
               (d) 240 words a minute

[*] Prepared by Inez Loveless for the Advanced Guidance Workshop at Oregon State College, 1954.

2. Vocational song quiz
    a. Examples
        (1) "Home on the Range"—cowboy
        (2) "Coming In on a Wing and a Prayer"—combat aviator
3. Business etiquette quiz
    a. Examples
        (1) Interviewing others
        (2) Introductions
4. Family names from ancestors' occupations
    a. Examples
        (1) Cook, painter, miller, sawyer, butler

B. Panel or group discussions
  1. Topics
    a. How to get along with others
    b. Do men secretaries get ahead faster in business careers and in the military services if they have shorthand?
    c. What types of jobs are available in the community

C. Field Trips
  1. Let the interest of group determine where to go—bank, factory, store, etc.

D. Films
  1. "Duties of a Secretary"
  2. "Earning Money While Going to School"
  3. "Bookkeeping and You"
  4. "A Day at the Federal Reserve Bank in Cleveland"

E. Speakers
  1. Personnel managers
  2. Banker
  3. Speaker that will encourage boys to take business subjects

F. Demonstrations
  1. Office Machines
  2. Expert typists
  3. Social graces, such as etiquette on visits, dances, etc.
  4. Skits or plays—"Making a Success of Your Job"
  5. Style show

G. Biographies of successful business people
  1. Stories about local people if possible

H. Reading
  1. Fiction—occupation portrayed
  2. Poems—about workers

I. Assembly programs and radio skits prepared in the home room

J. Bulletin board display
1. Vocational information of all types
2. Posters
3. Motivation devices
K. Preregistration information
1. Sampling of different courses
a. Talks by instructors
b. Booklets
c. Bulletins
d. Posters
2. In Monograph 83, *Guidance in Business Education*, pages 12–17, definitions, purposes, and objectives of courses in business education are given
L. "Careers in Business" discussion
1. Best way of presenting this discussion is with the use of the wall chart and Monograph 84
2. Chart shows
a. Beginning jobs
b. Fields of opportunities
c. Top positions in 4 general job classifications of—
1. Bookkeeping & accounting
2. Stenographic & secretarial
3. General clerical
4. Merchandising
3. Monograph 84 lists for each classification
a. Visual aids—motion pictures, charts
b. Reading references—books, pamphlets
c. General references—for students, for teachers
NOTE: Would recommend this chart and Monograph be in the hands of every business teacher.
4. Types of Occupations for men and women in Oregon
a. Pamphlets from State Department of Education, Division of Vocational Education
b. List of non-college-training opportunities in Oregon

FIELD TRIP[*]

To the Arabian Horse Breeding Farm, Kellogg Campus, California State Polytechnic College

I. Objectives of field trip:

    A. To motivate school work and stimulate interest in light horse production.

    B. To correlate classroom study of horses with actual production.

    C. To study horse production and problems in their true environment.

    D. To observe the actual physical characteristics of the Abrabian horse.

    E. To give students opportunities for first hand acquaintance with performance, quality, versatility of the Arabian horse.

    F. To give students an opportunity to discuss problems and questions concerning light horse production with professional trainers, breeders and ranch managers.

    G. To broaden students' understanding and interests in the problems and economic possibilities of light horse production.

    H. To give students and teacher an opportunity to jointly plan and execute a field trip that will provide a common experience of considerable educational significance.

    I. To compare class discussions on livestock feeding and disease problems with actual conditions.

    J. To give students an opportunity to observe the records and procedures necessary for efficient farm operations.

II. Procedures:

    A. Before the field trip.

        1. Instructor should personally visit the campus and outline his objectives and schedule to manager of the horse operations. Or he should write the manager stating his desires.

        2. Discuss with class:

            a. History of light horses, covering Europe, Asia, Mediterranean area, and South America.

            b. The horse and its significance in the development of the United States.

                (1) Background of history.

                (2) Conquest.

                (3) Expansion.

[*]Prepared by California State Polytechnic College.

    c. The American horse today.

        (1) Breeds.

        (2) Types.

        (3) Uses.

    d. Horse training today.

        (1) Stock horses.

        (2) Running horses.

        (3) Riding horses.

    e. Development of equipment.

        (1) Saddles.

        (2) Harness.

        (3) Trappings.

3. Assignments.

    a. ·Assign students to gather pictures of various types of horses for display on class bulletin board.

    b. Have students make "preview" trips to campus in order to be prepared to brief class on important phases of field trip.

    c. Assign students to gather specific information (feeding schedule, training, routine, etc.) concerning horse operations for oral or written reports.

    d. Work out specific time schedule to be followed on field trip. Example:

        1:00 P.M. Arrive at headquarters building.

        1:15   Assemble in classroom near show ring.

                     Introduction of manager of horse operations.

                     Introduction of farm foreman.

                     Introduction of horse trainer.

        1:15–2:00 Talk on Arabian horses by manager of horse operations following suggested outline.

        2:00–2:15 Question and answer period.

        2:30–3:00 Demonstration of qualities and versatility of Arabian horses.

                     Show ring

        3:00 P.M. Start return trip home.

B. During the Field Trip.

    1. Teacher to supervise his students properly and take advantage of learning opportunities as they develop.

    2. Remind college speakers of important points to be emphasized if they are overlooked.

    3. Take advantage of the social experience to study his students in this new environment.

C. Follow-up.
    1. Review students' notes and information gathered.
    2. Have students evaluate worth of trip.
    3. Apply material learned to class work or student problems.
    4. Report trip to supervisor or administrator.

CAREER DAY[1]

A Means of Disseminating Information about Various Occupations to High School Students

I. Planning for a Career Day.
  A. The date is set several months in advance to:
    1. Allow time for selecting the occupations desired by most of the students.
    2. Permit those planning the program to make the necessary physical arrangements.
    3. Give ample time for selecting and obtaining qualified speakers.
  B. Selecting the occupations to be discussed is dependent on several factors.
    1. What the students want.
      a. Have students make choices with the aid of a list of occupations but free to choose others.
      b. Have students make a first, second, and third choice.
    2. Number of occupation discussions each student will attend.
      a. Attending two sessions permits the offering of more occupations.
      b. Adds flexibility to the program.
    3. Number of classrooms or other suitable places available for the discussion.
    4. Number of qualified people in the area available for taking part in the program.
  C. Pupil choice of occupations.
    1. Probably done most easily through Senior Problems, Social Studies, or Commercial classes where occupational interest is greater.
      a. Teachers concerned must be briefed.
      b. Occupations are listed on the board or students given a list of suggested occupations.
        (1) Listed occupations may be compiled from those used in other schools.
        (2) May be made up from past experience in one's own school.
      c. Students are encouraged to choose occupations not listed, if desired.

[1] Prepared for a course in Vocational Guidance at the University of Southern California by A. Paul Adamson, a graduate student.

(1) Prevents outsiders from criticizing the program.

(2) Makes the program more fitting to the community needs.

2. The student makes three choices, a first, second and third.

    a. He is given his first and second choice, if possible. He may be given the third choice or may have to make other choices because of limitations on offerings due to:

        (1) Too few choosing an occupation to make it feasible to have it.

        (2) Speaker not available.

    b. The use of different colored slips of paper for the different choices facilitates setting up the discussion groups.

    c. Some people feel it is advisable for the students to attend occupations discussions which they haven't attended before.

D. Determining which occupations will be discussed.

1. The number of rooms available limits the number of occupations to be discussed.

    a. If students are to attend two discussions then the number of occupational offerings can be doubled.

    b. Assuming a class load of 30 students, about 27 classrooms are available, with an 800 population. With two lectures for each student, it is conceivable that 52 offerings might be made.

2. If slips are used for student choices, they should be sorted by color and occupation.

    a. This gives an indication of the choice of each student and of the occupations most desired.

    b. By manipulation of the time at which the occupations will be offered and by using third choices in some instances most students will get two of their three choices. Those not fitting the program must be contacted individually for other choices.

3. Posted lists a few days prior to Career Day giving the students' names, choices, times, room numbers, etc., will suffice to acquaint the students with the program.

4. A teacher should be assigned to each group as chairman—may generally be done by interest.

E. Selection and invitation of speakers.

1. Use of the faculty in this matter is invaluable.

2. The local chamber of commerce and service clubs can be of great assistance.

3. Past experience will eliminate certain speakers.

4. Actual contacting of speakers may, in some instances, be done by telephone, but must in all instances be done finally by letter.

    a. The letter should include the date, time, place, etc.

    b. It should also contain a suggested procedure for conducting the discussion with specifics such as the occupation to be discussed, points to be brought out, whether a general treatment or pointed in a definite direction, etc.

    c. Confirmation of the speaker's acceptance must be obtained.

    d. An invitation to attend a general lecture, if such is to be included, should be given plus an invitation to attend a luncheon following the Career Day activities.

       (1) A general lecture just preceding the first discussion groups may prove invaluable in structuring the program, both for the students and for the individual discussion group leaders.

       (2) The luncheon for the speakers creates good will for future programs.

II. Carrying out the program.

  A. Have a group of students available to meet the speakers and escort them to the chairman of the group.

  B. If a general speaker is to be heard, he must be one who fully understands the idea behind Career Day. His talk must be brief; inspire the students, and pave the way for good group discussions.

  C. Students arrive at the designated rooms where the qualified speaker is introduced by the teacher-chairman or student-chairman.

  D. About one hour is needed for each discussion with part of the time reserved for questions.

III. Evaluation of the program.

  A. A few *brief written statements* by each student on the occupation discussion he attended should give a picture of the programs. If these statments are summarized for each group by the teacher-chairman a total picture of the program may be obtained.

  B. The evaluation will certainly eliminate *poor speakers from further programs* and will help in formulating a better letter of instructions to future speakers.

  C. Encouragement of students to ask for further information concerning the occupations they heard discussed may be profitably done at this time.

Evaluating Occupational Literature[*]

1. **Authorship.** Determine name of publisher and person (including title) responsible for the material—training and experience.

2. **Time.** Year (perhaps the month) when gathered. (*Not* when published.)

3. **Methods of gathering the material.**
   a. Library work.
   b. Visits. Number and location. (Adequate sample?)
   c. Schools visited. Number and kind.
   d. Organizations investigated. Number and kind.
   e. Persons interviewed.

4. **Validation of findings.** Best—written by research experts and validated by referral to experts in the field.

5. **Tryout of material.** Before publication, material should be tried with type expected to use it. Counselors, librarians and students can give valuable criticism.

6. Is the study complete? Are some essential facts left out of the study or covered inadequately?

7. Is tabulated or graphic material adequately tied in with the text?

8. Are statistics based on census or later accurate data?

9. Is proper credit given for quoted or paraphrased materials? (It can't come from "mother wit" alone.)

10. Is there an orderly transition from one part to another?

11. Is the scientific approach evident throughout? In method and presentation? Unbiased in viewpoint? To serve youth, not special interests?

12. Is the social and economic setting given? Both local and national?

13. Is the style clear, concise, and interesting? (Yet scholarly)

14. Is the format attractive? The printing good and clear?

15. **Revisions.** Are they merely republished, or really reviewed, and to what extent?

[*] Prepared by the Occupational Research Section of the National Vocational Guidance Association.

Visual Bibliography

The films described below and on the following pages can be used to illustrate and supplement much of the material in this book. For the convenience of readers, they have been grouped under four general headings—portrayals of guidance programs in schools, explanations of adolescent development, demonstrations of study habits and skills, and descriptions of vocational opportunities.

Both motion pictures and filmstrips are included in this bibliography, the character of each being identified by the self-explanatory abbreviations "MP" and "FS." Immediately following such identification is the name of the producer and the year of production; if different, the name of the distributor is also given. Abbreviations used for these names are identified in the list of sources at the end of the bibliography. In many instances, the films can be borrowed or rented from local or state 16-mm film libraries. A nation-wide list of these sources is given in *A Directory of 3,300 16mm Film Libraries*, available for 70 cents from the Superintendent of Documents, U.S. Government Printing Office, Washington 25, D.C. Unless otherwise indicated, the motion pictures are 16-mm sound black-and-white films and the filmstrips are 35-mm black-and-white and silent. The length of motion pictures is given in minutes (min), that of filmstrips in frames (fr).

This bibliography is a selective one and readers may also wish to consult the annual and semiannual issues of *Educational Film Guide* and *Filmstrip Guide*, standard reference catalogs available in most school, college, and public libraries.

GUIDANCE SERVICES IN SCHOOL PROGRAMS

Aptitudes and Occupations (MP, Coronet, 1941, 16 min) Discusses six of the fundamental human abilities and indicates how a student

may, with the aid of a school counselor, determine how much of each of these abilities he has.

Businessmen's Service Club (MP, USIA/UWF, 1951, 11 min) Shows how members of the Kiwanis Club in Waterbury, Conn., as a community service to high school students, give evening talks about their businesses and professions; and how the students work after school in various businesses in order to gain experience.

Counseling Adolescents (MP-FS series, McGraw, 1955) Three motion pictures and follow-up filmstrips, described below, correlated with E. G. Williamson, *Counseling Adolescents* (McGraw-Hill Book Co., Inc., New York, 1950).

1. *A Counselor's Day* (11 min) Portrays the activities of a student counselor, his techniques before and during the counseling of individuals, and his relationships with adolescents in curricular and extracurricular activities. (Follow-up FS, 29 fr)

2. *Using Analytical Tools* (14 min) Portrays a counselor analyzing a typical student problem and the various tools which he uses—cumulative records, test data, anecdotal records, and other information on the student's physical, emotional, and scholastic growth. (Follow-up FS, 24 fr)

3. *Diagnosis and Planning Adjustments in Counseling* (18 min) As a companion to *Using Analytical Tools*, this film explains and illustrates the successive steps in counseling—searching for the cause, easing anxieties and strain, planning courses of action, and making new adjustments. (Follow-up FS, 23 fr)

Counseling—Its Tools and Techniques (MP, VGF, 1948, 22 min color or b&w) Describes how a well-trained counselor works, and his use of various tools and techniques such as interviewing, tests, questionnaires, and films.

Distributive Education (MP, VaEd, 1955, 15 min color or b&w) Shows the operation of a combined work-study high school program designed to train students in the various occupations associated with the distribution of goods and services.

Diversified Occupations (MP, VaEd, 1955, 11 min color or b&w) Shows the operation of a work-study program designed to train high school students to become technicians and craftsmen.

Insuring Our Investment in Youth (MP, VGF, 1952, 15 min) Explains the need for guidance services in schools, and shows the steps

taken by a trained guidance staff in helping a high school boy solve his educational planning problems.

Mechanical Aptitudes (MP, Coronet, 1951, 10 min color or b&w) Shows a high school boy and his counselor working together toward a decision based upon the boy's interests, abilities, and future plans.

Mike Makes His Mark (MP, NEA, 1955, 29 min color or b&w) Story about a boy in trouble, and the help he receives from a school with a professional guidance staff.

The Problem of Pupil Adjustment: The Drop-out (MP, McGraw, 1950, 20 min) Portrays characteristics of a high school program that tend to foster "drop-outs."

The Problem of Pupil Adjustment: The Stay-in (MP, McGraw, 1950, 19 min) Continuation of previous film showing aspects of a school program that stresses learning in terms of adjustment to every-day living.

Promoting Pupil Adjustment (MP, McGraw, 1956, 20 min) A high school teacher shows how she promotes the social and emotional growth of students and helps them with such problems as gaining the acceptance of classmates, overcoming tendencies toward unsocial behavior, and increasing self-confidence.

Role Playing in Guidance (MP, Calif U, 1953, 14 min) Shows how a teacher uses a role-playing technique in counseling a young boy. The method shown is halfway between "advice-giving" therapy and "deep-level" therapy. Based on "Action Counseling, a Psychodramatic Approach" by Robert B. Haas.

School Social Worker (MP, USC, 1955, 25 min) Efforts of a social worker with teachers, parents, and others in helping children resolve personal and social problems.

Vocational Office Training (MP, VaEd, 1955, 19 min color or b&w) Shows the operation of a high school vocational office-training program in which students, by working part time, learn the bookkeeping and clerical functions of a business office.

GROWTH AND DEVELOPMENTAL CHARACTERISTICS OF PUPILS

Adolescent Development (MP-FS series, McGraw, 1953) Series of five motion pictures with follow-up filmstrips.

1. *The Meaning of Adolescence* (16 min) Points to the unsure status

of the adolescent, neither child nor adult, and provides an overview of the social, emotional, mental, and physical changes occurring in the years between childhood and adulthood. Emphasizes the need to help a teen-ager adjust to five aspects of adult life: physical maturity, social living, the opposite sex, religious beliefs, and a moral code. (Follow-up FS, 34 fr)

2. *Physical Aspects of Puberty* (19 min) Describes, through animation, the physiological aspects of puberty—primary and secondary sex characteristics, maturation in boys and in girls, variation among individuals, and the emotional and social effects of such variations. (Follow-up FS, 34 fr)

3. *Age of Turmoil* (20 min) Portrays early adolescence, 13-15 years, and the behavior characteristics of giggling, noisiness, criticism of school, daydreaming, and seemingly useless activities. Gives examples of different personality types and of various parent-child situations. (Follow-up FS, 36 fr)

4. *Social-Sex Attitudes in Adolescence* (22 min) Portrays a boy and a girl taken through their entire adolescent experience, their early sex education, awareness of the opposite sex, dating, finding common interests, failing in love, and marrying. (Follow-up FS, 35 fr)

5. *Meeting the Needs of Adolescents* (19 min) Points out, through a study of a family with a 17-year-old girl and a 14-year-old boy, what parents can do to meet the needs of their adolescents. (Follow-up FS, 34 fr)

Angry Boy (MP, MHFB/IFB, 1951, 32 min) Tells the story of emotional disturbances engendered by family tensions. Tommy, a preadolescent boy, is caught stealing. At a child guidance clinic, a psychiatric team traces his disturbances to their basic causes, and is able to help him.

Farewell to Childhood (MP, MHFB/IFB, 1952, 23 min) Dramatized story of a teen-age girl full of the swift emotions typical of adolescence, who longs for but fears the privileges of adulthood. Portrays the adolescent moods of rebellion and trust, anger and irresolution, self-pity and idealism—and parental bewilderment and confusion.

Functions of the Body (MP, UWF, 1950, 15 min) Demonstrates the interdependence of body systems: skeletal, muscular, vascular, respiratory, excretory, endocrine, and nervous.

He Acts His Age (MP, CNFB/McGraw, 1951, 15 min color or

b&w) Survey of typical behavior patterns of children from ages 1 to 15, demonstrating that as children grow their interests, activities, and emotions change.

Personal Problems of Adolescent Youth (FS, OSU, 1953, 43 fr with script and bibliography) Explains generally the behavior and problems of high school students.

STUDY HABITS AND SKILLS

Basic Study Skills (MP series, Coronet, 1950, 10 min each) Twenty-five films giving elementary suggestions on methods of studying in high school and college. Titles are:

1. *Building an Outline*
2. *College: Your Challenge*
3. *Developing Imagination*
4. *Do Better on Your Examinations*
5. *Find the Information*
6. *High School: Your Challenge*
7. *Homework: Working on Your Own*
8. *How to Concentrate*
9. *How to Develop Interest*
10. *How to Judge Authorities*
11. *How to Judge Facts*
12. *How to Observe*
13. *How to Prepare a Class Report*
14. *How to Read a Book*
15. *How to Remember*
16. *How to Study*
17. *How to Think*
18. *How to Write Your Term Paper*
19. *How We Learn*
20. *Importance of Making Notes*
21. *Keep Up with Your Studies*
22. *Know Your Library*
23. *Learning from Class Discussion*
24. *Library Organization*
25. *Look It Up!* (Dictionary habits)

Learning to Study (MP, EBF, 1954, 14 min) Explains the importance of regular study habits and mastery of the tools of study, including reading, using the dictionary, reviewing, etc.

Successful Scholarship (MP, McGraw, 1954, 11 min) Describes a schedule of good study procedures and routines following a plan-place-method technique, and illustrates this technique through a portrayal of an average college student.

VOCATIONAL OPPORTUNITIES

Careers in the Engineering Profession (FS, Bowmar, 1954, 62 fr) Illustrates various categories of engineering, and points out the aptitudes and education necessary to become an engineer, the opportunities for specialization, and the rewards of an engineering career.

College: Your Challenge (MP, Coronet, 1953, 10 min color or b&w) Explains the benefits of college, both academic and nonacademic; study skills required; methods of dealing with financial problems; and other adjustments which high school graduates must face.

Choosing Your Occupation (MP, Coronet, 1949, 10 min color or b&w) Indicates the importance of self-appraisal, learning of occupational opportunities, preparing to meet requirements, and making use of guidance facilities.

Looking at Business Careers (FS, McGraw, 1956, 33 fr) Describes the necessary skills, beginning positions, and eventual prospects for careers in bookkeeping, stenography, sales, and clerical work.

Pick Your Tomorrow (MP, Ethyl, 1954, 20 min color) Story of a young man who finds the right job by analyzing his strong and weak points and relating them to his likes and needs.

There are numerous films portraying specific industries and the job opportunities in the related vocations. For a list of such films, write to the U.S. Office of Education, Guidance and Student Personnel Section, Washington 25, D.C., for a free copy of "Occupations and Careers Visual Aids List."

PRIMARY SOURCES OF FILMS

Bowmar—Stanley Bowmar Co., 513 W. 166th St., New York 32.
Calif U—University of California, Berkeley, Calif.

Coronet—Coronet Instructional Films, Coronet Bldg., Chicago 1.

EBF—Encyclopaedia Britannica Films, Inc., Wilmette, Ill.

Ethyl—Ethyl Corp., 100 Park Ave., New York 17.

IFB—International Film Bureau, 57 E. Jackson Blvd., Chicago 4.

McGraw—McGraw-Hill Book Co., Text-Film Dept., 330 W. 42nd St., New York 36.

MHFB—Mental Health Film Board, Inc., 166 E. 38th St., New York 16.

NEA—National Education Assn., 1201—16th St. NW., Washington 6, D.C.

OSU—Ohio State University, Teaching Aids Laboratory, Columbus 10, Ohio.

USC—University of Southern California, Los Angeles.

USIA—U.S. Information Agency, Washington 25, D.C. (Films distributed in the U.S. by United World Films, Inc.)

UWF—United World Films, Inc., 1445 Park Ave., New York 29.

VaEd—Virginia State Board of Education, Richmond 16, Va.

VGF—Vocational Guidance Films, 215 E. 3rd St., Des Moines 9, Iowa.

Index